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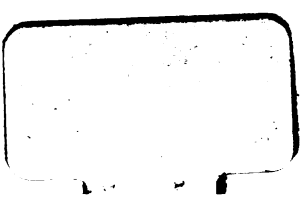

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THE

MILLER — PALMER

HIGH SCHOOL ENGLISH

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AND

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LYONS & CARNAHAN

CHICAGO - - - - - - - - - - NEW YORK

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PREFACE

THE aim of this book is to acquaint the pupils who may use it with the basal principles that enter into English composition, and to provide for them a large variety of exercises which will afford opportunity for thorough training in correct English expression, both oral and written. The fact that English is a cultural as well as a practical study is not overlooked; yet stress is laid upon correct English structure.

The authors have tried to vitalize the study of English by connecting it with the present interests of the pupils and with those interests that will naturally be theirs in later life. It is hoped that the pupils who use the book will be so much interested in events of local and of world importance that they will become confirmed readers of the best periodicals.

As far as possible the purpose in the study of the different subjects is indicated. The average high school pupil is intensely practical in his estimate of the value of school work, and it is difficult to arouse in him much enthusiasm over a subject in which he has no present interest and in the mastering of which he can see no future advantages; but, if he feels that success in whatever he undertakes to do after leaving school will depend upon his having a thorough knowledge of the subjects covered by the lessons, he has a definite motive for applying himself to his work.

Part I is devoted to oral and written composition. The pupils are first taught to construct a correct sentence, then sentences are combined into a paragraph, and finally paragraphs are connected to form a whole composition. Much attention is given to the orderly arrangement of the parts of paragraphs

and of whole compositions by means of outlines. An important part of an education is the ability to find available information upon any subject, and some space is given to teaching pupils how to use a dictionary and how to find and to use what is in a library. An effort is made to relate the English exercises to the work in cooking, sewing, manual training, and other classes in practical arts. Letter writing is universal, and practice is given in writing letters of friendship and of business. The subject of argumentation is carefully developed, and the pupils are given exercises in this form of oral composition.

Part II is devoted to technical grammar, to the use of capital letters, and to punctuation. The chapter on grammar deals with those technical points only which the pupil must know in order to speak and to write correctly.

Part I and Part II are independent of each other, and it is therefore possible for the teacher to adapt his plan of work to the needs of his class. The subjects in Part I are arranged in the order that seems to the authors to be most expedient, but many of the chapters are so nearly independent of the others that the order may be changed when in the judgment of the teacher such a change is advisable. The logical arrangement of the exercises, it is believed, will contribute to the successful use of the book.

The sections indicated by the heading *Lesson* are intended to mark subdivisions of the subject matter within the chapters, and these sections are not designed to divide the text into portions adapted for recitations.

The authors wish to thank the teachers and others who have aided by criticisms and suggestions in the making of this book.

Acknowledgments are here made to authors and publishers who have kindly permitted the use in this book of copyrighted material.

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HIGH SCHOOL ENGLISH

PART I

CHAPTER I

ORAL REPRODUCTION

THE importance of oral exercises can hardly be overestimated. The ability to think and to speak when standing before an audience is one of the most valuable accomplishments that a young man can have. An educated man who can speak clearly and logically is sure to command a position and an influence among his fellow-citizens which he could not hope to secure otherwise. Many prominent men in public life owe their positions to their ability as speakers. A man is judged by what he says. If he cannot express what he knows, his knowledge is of no value to him in a commercial sense. The time for a pupil to learn to organize and to express his thoughts before an audience is while he is in school. If he does not learn to speak easily and fluently then, he is not likely to learn to do it after leaving school. Some people naturally speak more easily than others. Those who find it hard to face an audience should take every opportunity to speak before the class. In later life they will appreciate the power that they have gained in this way more than they possibly can now.

The simplest form of oral work is reproduction, and several exercises are given in this chapter and at intervals throughout the book.

LESSON 1

Oral Exercise

Read one of the following selections before coming to class and be prepared to tell it to the other pupils.

THE CORPORAL

During the Revolution the leader of a little band of soldiers was giving orders to those under him about a heavy beam that they were endeavoring to raise to the top of some military works which they were repairing. The weight was almost beyond their power to raise, and the voice of the corporal was often heard shouting:

"Heave away! There it goes! Heave ho!"

An officer not in military costume was passing and asked the corporal why he did not lend a little aid.

The officer, astonished, turned around with all the pomp of an emperor and said:

"Sir, I am a corporal."

"I ask your pardon, Mr. Corporal," answered the stranger, and, taking off his hat, he bowed, saying, "I was not aware of that."

Upon this he dismounted and pulled till the sweat stood in drops on his forehead. When the beam was raised, turning to the great little man, he said:

"Mr. Corporal, when you have another such job and have not men enough, send for your commander-in-chief, and I will gladly come and help you."

The corporal was thunderstruck. It was Washington.

HEREWARD AND THE BEAR

As Hereward was coming in one afternoon from hunting, hawk on fist, with Martin Lightfoot trotting behind, crane and heron, duck and hare, slung over his shoulder, on reaching the courtyard gates, he was aware of screams and shouts within, tumult and terror among man and beast. Hereward tried to force his horse in at the gate. The beast stopped and turned, snorting with fear, and no wonder, for in the midst the courtyard stood the Fairy bear with his white mane bristled up

till he seemed twice as big as any of the sober brown bears which Hereward had yet seen, his long neck and cruel visage wreathing about in search of prey.

The courtyard was utterly empty, but from the ladies' bower came shrieks and shouts, not only of women but of men; and, knocking at the bower door, adding her screams to those inside, was a little white figure, which Hereward recognized as Alftruda's. They had barricaded themselves inside, leaving the child out; and now they dared not open the door as the bear swung and rolled towards it, looking savagely right and left for a fresh victim.

Hereward leaped from his horse and, drawing his sword, rushed forward with a shout that made the bear turn round.

The bear looked once back at the child; then round again at Hereward; and, making up his mind to take the larger morsel first, made straight at him with a growl which there was no mistaking.

He was within two paces; then he rose on his hind legs, a head and shoulders taller than Hereward, and lifted the iron talons high in the air. Hereward knew that there was but one place at which to strike, and he struck true and strong before the iron paw could fall, right on the muzzle of the monster. He heard the dull crash of the steel; he felt the sword jammed tight. He shut his eyes for an instant, fearing lest, as in dreams, his blow had come to naught; lest his sword had turned aside or melted like water in his hand. Something tugged at his sword. He opened his eyes and saw the huge carcass bend, reel, roll slowly over to one side, dead, tearing out of his hand the sword, which was firmly fixed in the skull.

Hereward stood awhile, staring at the beast like a man astonished at what he himself had done. He had had his first adventure, and he had conquered. He was now a champion in his own right.

CHARLES KINGSLEY

HEROISM OF A MINER

In a certain Cornish mine two miners, deep down in the shaft, were engaged in putting in a shot for blasting. They had completed their affair and were about to give the signal for being hoisted up. One at a time was all the assistant at the top could manage, and the second was to kindle the match and then mount with all speed.

Now it chanced while they were still below that one of them thought the match too long. He accordingly tried to break it shorter. Taking a couple of stones, a flat and a sharp, he succeeded in cutting it the required length; but, horrible to relate, he kindled it at the same time while both were still below! Both shouted vehemently to the man at the windlass; both sprang at the basket. The windlass man could not move it with both in it.

Here was a moment for poor Miner Jack and Miner Will! Instant, horrible death hangs over them. Will generously resigns himself. "Go aloft, Jack; sit down; away! in one minute I shall be in heaven!"

Jack bounds aloft, and the explosion instantly follows, bruising his face as he looks over; but he is safe above ground.

And what of poor Will? Descending eagerly, they find him, as if by miracle, buried under rocks which had arched themselves over him. He is little injured. He, too, is brought up safe. Well done, brave Will!

THOMAS CARLYLE

ORAL EXERCISE

Tell one of the preceding stories in the first person; that is, imagine that you are one of the characters mentioned in the story. In the first story you may imagine yourself to be the corporal and tell the story as he would tell it. Imagine how he would feel about it and how he would express his feelings.

LESSON 2

ORAL EXERCISE

Read one of the following stories and be prepared to tell it to the class. The first story is told by William Ladd, the apostle of peace.

LADD AND HIS NEIGHBOR

I had a fine field of grain growing upon an outfarm at some distance from the homestead. Whenever I rode by, I saw my neighbor Pulcifer's sheep in the lot, destroying my hopes of harvest. These sheep were of the gaunt, long-legged kind, active as spaniels; they would spring over the highest fence, and no partition wall could keep them out.

I complained to neighbor Pulcifer about his sheep and sent him fre-

quent messages, but all without avail. Perhaps they would be kept out for a day or two; but their legs were long, and my grain was more tempting than the adjoining pasture. I rode by again — the sheep were still there. I became angry and told my men to set the dogs on them; and, if that would not do, to shoot the sheep.

I rode away much agitated, for I was not so much of a peace man then as I am now, and I felt literally full of fight. All at once a light flashed in upon me. I asked myself, "Would it not be well for you to try in your own conduct the peace principle that you are teaching to others?"

I thought it all over and settled in my mind as to the best course to be pursued. The next day I rode over to see neighbor Pulcifer. I found him chopping wood at his door.

"Good morning, neighbor!" I accosted him. No answer was returned. "Good morning!" I repeated. He gave a kind of grunt without looking up. "I came," continued I, "to see about the sheep."

At this he threw down his axe and exclaimed in an angry tone, "Now aren't you a pretty neighbor to tell your men to kill my sheep! I heard of it; a rich man like you, to shoot a poor man's sheep!"

"I was wrong, neighbor," said I; "but it won't do to let your sheep eat up all that grain; so I came over to say that I would take your sheep to my homestead pasture and put them in with mine. In the fall you shall take them back, and, if any one is missing, you may take your pick out of my whole flock."

Pulcifer looked confounded; he did not know how to take me. At last he stammered out: "Now, Squire, are you in earnest?"

"Certainly I am," I answered; "it is better for me to feed your sheep in my pasture on grass than to feed them here on grain, and I see the fence can't keep them out."

After a moment's silence, "The sheep shall not trouble you any more!" exclaimed Pulcifer; "I will fetter them all. But I'll let you know that, when men talk of shooting, I can shoot, too; and, when they are kind and neighborly, I can be kind, too."

The sheep never again trespassed on my lot. And, my friends, remember that, when you talk of injuring your neighbors, they will talk of injuring you. When nations threaten war, other nations will be ready to fight. Love will beget love; a wish to be at peace will keep you in peace. You can overcome evil with good. There is no other way.

THE CHAMPION STONECUTTER

One day David Fraser heard that it had been remarked among a party of Edinburgh masons that, though regarded as the first of Glasgow stonecutters, he would find in the eastern capital at least his equals. He attired himself most uncouthly in a long-tailed coat of tartan, and, looking to the life an untamed, untaught, conceited little Celt, he presented himself on Monday morning, armed with a letter of introduction from a Glasgow builder, before the foreman of an Edinburgh squad of masons engaged upon one of the finer buildings at that time in the course of erection. The letter neither specified his qualifications nor revealed his name. It had been written merely to secure for him the necessary employment.

On his arrival the better workmen of the party were engaged in hewing columns, each of which was deemed a task sufficient for a week. David was asked somewhat incredulously by the foreman if he could hew.

"Oh, yes, I think I can hew," replied David.

"Can you hew columns such as these?"

"Yes, I think I can hew columns such as these."

Accordingly, a mass of stone in which a possible column lay hid was placed before David, not, however, under cover of the shed, which was already occupied by the workmen, but, agreeably to David's own request, directly in front of the shed where he might be seen by all, and where he straightway commenced a most extraordinary performance.

Buttoning his long tartan coat close around him, he first looked along the stone from one end, then from the other. He then examined it in front and in rear; or, quitting it altogether for a time, he took up his stand beside the other workmen and, after looking at them with great attention, returned and gave the stone a few taps with his mallet in a style evidently imitative of theirs, but a humorous caricature. The shed all that day resounded with roars of laughter; and the only thoroughly grave man on the ground was he who occasioned the mirth of all the others.

The next morning David again buttoned up his coat, but he got on much better this day than on the day before. He was less awkward and less idle though not less observant, and he succeeded before evening in tracing in workmanlike fashion a few draughts along the future column. He was evidently greatly improving.

On the morning of Wednesday he threw off his coat; and it was seen that, though by no means in a hurry, he was seriously at work. There were no more jokes, nor was there any laughter. In the evening it was whispered that the strange Highlander had made astonishing progress.

By Thursday noon he had made up for his two days' trifling and was abreast of the other workmen. Before night he was far ahead of them, and by Friday evening, when each workman had still a full day's work on his column, David's was completed in a style that defied criticism. Having again buttoned his tartan coat around him, he sat resting beside his column.

The foreman went out and greeted him. "Well," he said, "you have beaten us all; you certainly *can* hew!"

"Yes," said David, "I *thought* I could hew columns. Did the other men take much more than a week in which to learn?"

"Come, come, *David Fraser!*" exclaimed the foreman; "we all guess who you are. You have had your week's joke out; and now, I suppose, we must give you your week's wages and let you away."

"Yes," said David, "work waits for me in Glasgow; but I just thought it might be well to know how you hew on this east side of the country."

HUGH MILLER

LESSON 3

ORAL EXERCISE

Come to class prepared to tell a short story that you have read. Suitable ones may be found in *The Youth's Companion* or other publications designed for young people. Do not select a long story, but one that you can tell in two or three minutes.

In preparing to tell the story, keep the following points in mind:

Stand erect and do not touch a desk or seat, hold your head up and look at the audience, not out of a window or at the ceiling. Your voice should be loud enough, for what is the use of saying anything if it cannot be heard? Every word and every syllable in the word should be clear and distinct. Endeavor to say what you have to say in as few words as possible and avoid repetition and rambling. Know what you mean yourself, and then tell it so

that others can understand. Avoid saying *and — er, well — er, why — eh,* etc.

ORAL EXERCISE

Read several of the following well-known stories. Select the one that you think you can tell best. Tell it to the class in as interesting a way as possible.

Wee Willie Winkie. — RUDYARD KIPLING.
Farmer Eli's Vacation (from *Meadow Grass*). — ALICE BROWN.
The Chief Operator (from *The Oath of Allegiance*).—
ELIZABETH STUART PHELPS.
The King of the Golden River. — RUSKIN.
Androclus and the Lion. — THOMAS DAY.
The Purloined Letter. — EDGAR ALLAN POE.
The Great Stone Face. — HAWTHORNE.
The Snow Image. — HAWTHORNE.
The Pied Piper of Hamelin. — BROWNING.
Hervé Riel. — BROWNING.
The Birds of Killingworth. — LONGFELLOW.
The Glove. — SCHILLER.
King Robert of Sicily. — LONGFELLOW.
Courtship of Miles Standish. — LONGFELLOW.
A Legend of Bregenz. — PROCTER.
The Highwayman. — ALFRED NOYES.
Ali Baba and the Forty Thieves. — ARABIAN NIGHTS.

LESSON 4

Current Events

The study of past history is valuable, both for itself and as an aid to understanding the present and the future, but a study of the history that is in the making to-day is of equal value. The pupils now in the schools will be the leaders in public affairs in the near future, and it is very important that they should be able to act intelligently concerning the matters that will be placed in their care. The only way in which an understanding of public affairs can be secured is by reading the better class of newspapers and

other publications, and the majority of pupils are not likely to do this reading unless they are taught in the schools to do so.

In most schools considerable time is devoted to current events, but such exercises usually cover the events of a single day, and pupils do not always get a clear idea of relations. They do not always understand the reasons and the events that have led up to certain results. This understanding can best be secured by careful study of important public questions, and this work can be done best in the English classes. It is plainly impossible to give in this book subjects that will be applicable at the time these lessons are studied; but the teacher may assign a subject, and the pupils may be required to study it carefully, giving as much of the history as may be necessary to make the subject clear. It will be helpful if each pupil imagines that he is preparing to explain the subject to some one who knows nothing about it. It is the business of the pupil to make the subject so clear that every one will understand it thoroughly whether he has any previous knowledge of it or not.

The subject should not be too broad, but should be clear and definite.

If the subject is one that involves other nations, the pupil should confine himself to a statement of facts and should not express any personal opinion that is likely to arouse a feeling of antagonism on the part of any member of the class. Religious subjects should not be considered.

It will be helpful if the regular issues of several of the weekly news magazines, like *The Outlook*, *The Independent*, and *The Literary Digest*, can be made a part of the school library. Such monthly magazines as *The Review of Reviews* and *The World's Work* are also excellent for school use.

Oral Exercise

Make a careful study of a subject that you consider important or that your teacher announces and be prepared to speak upon it before the class.

CHAPTER II

SOURCES OF INFORMATION

LESSON 1

Table of Contents and Index

In looking up additional information for your work in connection with current events and other school exercises, it will be necessary to consult many books as well as weekly and monthly periodicals. The publisher places a table of contents or an index, and often both, in each book or periodical that is likely to be used for reference. He does this in order that it may be easy to find the page on which information on any particular subject is given. A periodical does not often have an index in each issue, but one is usually published at the end of the year.

The table of contents, generally placed in the front part of a book or a periodical, simply gives the titles of the articles or the names of the subjects. These titles or names are arranged in the order in which the articles or subjects appear in the publication.

Find the table of contents in each book or periodical that you have and look up some of the articles or subjects that may be found by the use of the title.

An index is put in a book or other publication to save the time of people who wish to use it for reference.

The number placed after a title or the name of a subject usually refers to a page in the book. If the number refers to a paragraph, it will be so stated at the beginning of the index. If an index is somewhat complicated, an explanatory note is usually placed at the beginning. *A*, *an*, or *the* at the beginning of a title is disregarded in an index.

Oral Exercise

Find one or more of the following selections or subjects in this book, using the index. Turn to the page on which the selection or the subject is found and read a few lines to show that you have the right place.

Note to Teacher. — The teacher should drill the class on this work until he is sure that each pupil knows how to use the index.

1. Suffixes.
2. Narration.
3. Conjunctions.
4. Word study.
5. The Escape.
6. Argumentation.
7. Double negatives.
8. Business letters.
9. Relative pronouns.
10. Direct quotations.
11. The topic sentence.
12. Dangerous Work.
13. The Generous Cloud.
14. Repetition of words.
15. Indirect quotations.
16. The Salem Customhouse.
17. The salutation of a letter.
18. Ladd and his Neighbor.
19. Principal parts of verbs.
20. Capturing a Swarm of Bees.
21. The Tortoise and the Hare.
22. Heroism of a Miner.
23. The Miller and His Son.
24. A Blizzard on the Prairie.
25. The nominative absolute construction.
26. Passive voice of verbs.
27. The rule for spelling a possessive noun.
28. The rule for the use of the possessive sign to indicate joint ownership.
29. The rule for the punctuation of an appositive.
30. The rule for the use of the comparative degree of adjectives.
31. The rule for the use of articles when two or more nouns are used together.
32. The rule for spelling the plural of nouns ending in *y*.
33. The declension of the personal pronouns.
34. The rule for punctuating an explanatory clause.
35. The rule for the case of a predicate pronoun in an infinitive clause.

Written Exercise

Prepare a complete index of the above thirty-five topics, assuming that the number preceding each is a page number.

LESSON 2

Card Index

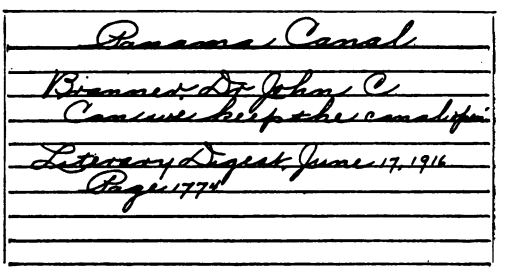
It is a good plan to keep a card index of important articles in the periodicals that you have in school. You can purchase in any city a small case with five hundred cards for about two dollars, or at very small expense you can make one that will serve the purpose equally well. To make a card index, find a stout pasteboard box about seven inches long, five inches wide, and three inches deep. Make cards, or guides as they are called, to separate the letters of the alphabet. Heavy manila cardboard is best for this purpose. Make one guide for each letter or group of letters and print the letter or letters on the guide. The cut shows the guides and the projections for the letters. Cut the plain cards from heavy white paper or light cardboard. Cut the plain cards small enough to move easily in the box. It is very much easier, and the cost will not be much greater if you buy the plain cards cut the right size at a printing office. Arrange the guides in alphabetical order in the front part of the box and place the plain cards behind them. If there is a space behind the plain cards, fill it with a small book or a block of wood.

To use the index. When you find an article that you think will be valuable for reference, write on a plain card the subject, the title of the article, the name of the author, and the name, date, and page of the periodical in which you find it. Place the card in the case after the guide bearing the first letter of the subject. It is better to index the article under the subject than under the title.

The cut shows a card properly filled out. This card should be inserted after the guide bearing the letter *P*.

NOTE. — In filing and in indexing, capital letters are not used except for proper nouns.

Arrange the cards in any section according to the letters of the subject. This means that, if you insert another card upon the subject *Pennsylvania* behind the guide bearing the letter *P*, you should place it after *Panama* because the second letter of *Pennsylvania* comes in the alphabet after the second letter of the word *Panama*. Insert a card upon the subject *Pumpkins* after the *Pennsylvania* card because the second letter of *Pumpkins* comes in the alphabet after the second letter of *Pennsylvania*.



An index of the kind that has been described is very convenient for reference, and it gives valuable practice in the use of a card index.

EXERCISE

Cut white paper of the right size for cards and index the important articles in a weekly or monthly news periodical.

LESSON 3

Filing Newspaper Items

Clippings from newspapers may be kept in an ordinary letter file, which can be purchased for about thirty-five cents. Only articles that are likely to be of permanent value should be saved in this way. The clippings will remain in better condition and can be more conveniently handled if they are pasted on sheets of drawing paper 6 by 9 inches in size. The clippings should be filed

under the first letter of the subject. It will save space if several clippings upon the same subject are pasted on the same sheet of drawing paper.

ORAL EXERCISE

Bring to class one clipping and be prepared to explain why it is worth filing. Tell how and where to file it.

NOTE. — The study of the newspapers and of weekly and monthly periodicals is taken up in detail in another part of the book.

LESSON 4

Reviews

A composition in which you bring together the information that you have found upon a public matter, or in which you give in your own words the substance of a longer article in a magazine or other periodical is called a *review*. If, after reading a book, you give the substance of it together with your impression of the book, your work is called a *review*. A standard periodical recently contained an article under this heading:

WEEKLY REVIEW OF THE WAR

The word *digest* also means giving the substance or summing up. We have the names of two prominent periodicals, *The Literary Digest* and *The Review of Reviews*. The French word *résumé* has practically the same meaning as these words.

EXERCISE

Prepare a review upon a subject of your own selection or of one announced by your teacher. Find all the information that you can and make notes of important points. Arrange your notes in tabular form under appropriate headings. Be prepared to give your review orally or to write it.

NOTE TO TEACHER. — Exercises of the kind indicated in this lesson may be given as often as important subjects demand them. Some subjects may require several recitations. Each teacher may prefer to plan his own method of work.

LESSON 5

Using the Library

The books in public libraries and in libraries of many large schools are catalogued according to a definite system. The *Dewey System* is most widely used. The purpose of this system is to bring together on the shelves all books on the same subject. Each class of subjects is given a number, and the books having the same class number are placed together on the shelf devoted to this number.

According to the Dewey system all books are divided into ten general classes, numbers of three figures being used. Thus:

000 General works.
100 Philosophy.
200 Religion.
300 Sociology.
400 Philology.
500 Natural science.
600 Useful arts.
700 Fine arts.
800 Literature.
900 History (including geography and travel).

Each general division is divided into subdivisions in the same manner that an outline is divided into sub-topics. Thus, the divisions under 500 are:

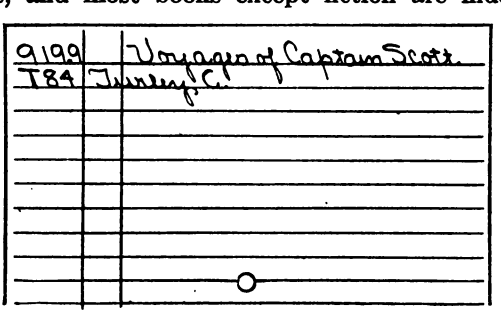
500 *Science. General works.*
501 Philosophy.
502 Compends. Outlines.
503 Dictionaries. Cyclopedias.
504 Essays. Lectures. Addresses.
505 Periodicals. Magazines. Reviews.
506 Societies. Transactions. Reports.
507 Education.
508 Polygraphy. Collected works.
509 History of science.

510 *Mathematics.*
511 Arithmetic.
512 Algebra.
513 Geometry.
514 Trigonometry.
515 Descriptive geometry. Projections.
516 Analytic geometry.
517 Calculus.
518
519 Probabilities.
520 *Astronomy.*
521 Theoretical astronomy.
522 Practical and spherical.
523 Descriptive astronomy.
524 Maps, observations, and tables.
And so on up to 599.

Fiction has no class number. All other books have two numbers. The upper number in each book is the class number, and the lower number indicates the author.

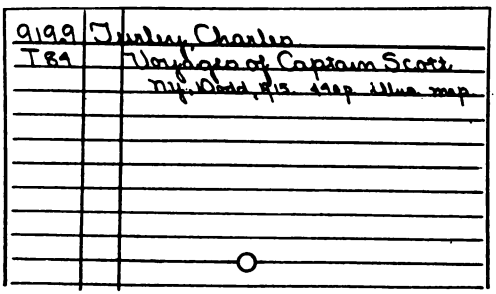
The Card Catalogue

The card catalogue is used to make it easy to find any book on any subject, and most books except fiction are indexed under



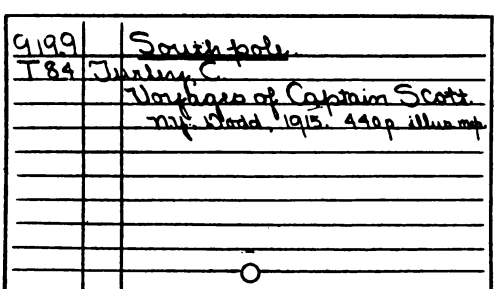
the subject, the title, and the author. Thus, if a pupil knows the title of a book, he may look under the first letter of the title. The articles (a, an, the) are disregarded in writing the title

of a book. If he knows the name of the author, he may look under the first letter of the author's last name. If he knows



neither the title nor the name of the author, he may look under the first letter of the subject. The cards shown in the cuts illustrate the three ways of indexing a book.

If a pupil wishes to find a book, he finds the number in the card catalogue (see Card Index) and then goes to the shelf bearing



the class number. For example, let us suppose that a boy wishes to find some fact in astronomy. In the card index he finds:

520 Astronomy.
S69 Serviss, G. P.
Curiosities of the sky.

Or, if he knows the name of the author, he may find:

520 Serviss, Garrett P.
S69 Curiosities of the sky.

If he knows the title of the book, he may find:

520 Curiosities of the sky.
S69 Serviss, G. P.

He then goes to the shelf bearing the number 520 and readily finds the book. All the books on astronomy are on this shelf, arranged in alphabetical order by author. The S69 under the class number is the author number.

Of course if the pupil knows that all books on astronomy are numbered 520 to 529, he may go to the shelves bearing the numbers 520 to 529 and find the book without consulting the card index.

NOTE. — Librarians do not use capital letters in writing titles except for proper nouns.

ORAL EXERCISE

Explain the purpose of a definite system of class numbers.
Explain the Dewey system.
Tell how to find a book when the class number is known.
Explain the purpose of a card catalogue.
Explain how all books except fiction are indexed.
Find the class number of five of the following books, using a card catalogue:

1. Crabb's English Synonyms.
2. Arnold's Manual of English Literature.
3. The American Commonwealth, by BRYCE.
4. Guizot's History of France.
5. Green's History of the English People.
6. Lounsbury's English Language.
7. Carlyle's French Revolution.
8. Stoddard's Lectures.
9. The Making of an American, by J. A. RIIS.
10. The Winning of the West, by T. ROOSEVELT.
11. Up from Slavery, by B. T. WASHINGTON.
12. Classic Myths, by GAYLEY.

13. Nansen's Farthest North.
14. Treasure Island, by ROBERT LOUIS STEVENSON.
15. A Tale of Two Cities, by CHARLES DICKENS.

THE READERS' GUIDE

The *Readers' Guide*, which is published monthly, is an index of articles in the standard periodicals. The articles are indexed by subject, title, and author. If a pupil is preparing a composition upon any subject, by consulting this index, he can locate all the articles on this subject in the periodicals of the months covered by the guide.

At the end of every three months the indexes for these months are brought together and cumulated into one index, and at the end of the year the indexes are cumulated into one index.

WRITTEN EXERCISE

If a copy of The *Readers' Guide* is available, make a list of all the articles in the periodicals of the preceding month on a subject announced by the teacher.

CHAPTER III

ORAL AND WRITTEN COMPOSITION

We spend a large part of our time outside of school in telling our friends about things that interest us or in listening to them as they tell us of their own experiences. In school we have recitations in which we recite orally or in which we prepare written exercises. All these are forms of *composition*. The word *composition* means *putting together*. We put words together to express our thoughts. We may make this definition:

Composition is the expression of thoughts in oral or written words.

In school work we usually think of a composition as a more formal oral or written exercise. Thus, — if a boy prepares himself and gives an account of a game that he has seen, we call it an *oral composition*. If he writes the same account, we call it a *written composition*.

In one way the oral form is easier than the written because the speaker is free from the technical matters of spelling, punctuation, and the use of capital letters. On the other hand, the oral composition requires as careful preparation as the written because the pupil who is giving it cannot stop talking to arrange his material or to choose his words with the same deliberation that he would use if he were writing.

The making of a good composition requires the same careful and practical work as the making of an article in the manual training shop, and the requirements are the same. Thus, —

1. The pupil must know exactly what he wishes to make.
2. He must have the necessary materials.
3. He must know how to construct it.

It is useless to try to make a box without the necessary boards; it is equally useless for a pupil to try to write on a subject with which is he not familiar.

LESSON 1

Oral Compositions

Each one of you during the vacation did something that especially interested you. Be prepared to tell the class about it. Think it over carefully. Be sure that you are familiar with the incidents and decide upon the order in which you will mention them. It is better to stand in front of the class when you are speaking.

After you have taken your seat, the other members of the class may suggest how you can improve your next oral composition. They may use the following table of points as a basis for their suggestions:

1. Position.
   - Erect.
   - Not touching desk.
   - Not twisting and turning.
   - Hands not in pockets.
2. Looking at audience.
3. Tone.
   - Loud enough to be heard.
   - Quality.
4. Enunciation.
   - Every word and syllable clear-cut.
   - *-ing* and *-ed* sounded.
5. English.
   - Grammatical errors.
   - Choice of words.
   - Repetition of *and* — *er*, etc.
6. Knowledge of subject.

There is one very simple test by which you can judge while you are speaking whether you are telling your story well or not. *Are you holding the attention of the members of the class?* If you

wish to become an effective public speaker, you must be able to hold the attention of your audience. Keep this in mind every time you speak before the class. If you find that you are not holding the attention of your classmates, try to find the reasons for your failure and try to strengthen the weak points in your oral composition.

LESSON 2

Oral Composition

Oral Exercise

Be prepared to tell the class about the most interesting thing that you saw during your vacation. This may be a game, a parade, a runaway team, a new automobile, a motorcycle, a bird building its nest, an animal in the park, a flying machine, a phonograph, a strange ship in the harbor, a harvesting machine at work, a large field of grain, a field of alfalfa. Anything that interested you is a good subject.

Oral Exercise

Read one of the following stories and be prepared to tell it to the members of your class. Try to hold their attention. Use the library for finding the selections.

The Chariot Race (from *Ben Hur*, Book V, Chapter 14). — Lew Wallace.

The Archery Contest (from *Ivanhoe*, Chapter 13). — Scott.

Christian's Fight with Apollyon (from *Pilgrim's Progress*, Part I, 4th Stage). — Bunyan.

The Boat Race (from *Tom Brown at Oxford*, Chapter 13). — Thomas Hughes.

Any interesting incident from *Birds and Bees*. — John Burroughs.

Oral Exercise

The accompanying picture shows how rice is harvested on a large farm in Texas. Using the card catalogue and the *Readers'*

© Photograph by Underwood & Underwood.

HARVESTING RICE IN TEXAS

Guide in the library, get all the information that you can about the growing and the harvesting of rice. Be prepared to tell the class what you have learned.

LESSON 3

Written Compositions

The form and the appearance of a written composition are of real and practical importance. No matter how good the subject matter may be, if the composition has the appearance of being carelessly written, you will not receive full credit for your work. After you have graduated, some of you will seek office positions. The one who can do neat, careful, and accurate work will doubtless be given the preference.

The following suggestions in regard to the form of your compositions will be helpful.

1. Write the title at least one inch below the top of the paper. If the composition is to be very short, write the title lower. If your composition covers more than one page, do not repeat the title, but number the pages in the upper right-hand corner.
2. Center the title. This means that the margin on one side of the title shall be of the same width as that on the other side.
3. Leave a blank space between the title and the first line of your composition.
4. Leave an even margin at the left of the body of your composition of about five-eighths of an inch, or of a width to be announced by the teacher. The margin should be the same in all compositions that you write. Learn to keep your margin straight.
5. Indent the first line of each paragraph by a width twice that of the regular margin. The indentation should be the same in all compositions that you write.
6. Let the penmanship be the best of which you are capable. Blots, erasures, or words that are crossed out are not to be tolerated in a composition.
7. Do not fold or roll your composition unless you are asked to do so.
8. If you are doubtful about the spelling of a word, look it up in a dictionary. Not every one is naturally a good speller, but every one can use a dictionary. There is no excuse for a misspelled word in a composition.
9. When you have finished your composition, read it through carefully to see if there are errors of any kind. After you leave school, you will have to correct your own errors. Learn to do it while you are in school.

Written Exercise

Select one of the subjects suggested in Lesson 2 and write a composition, keeping in mind the suggestions given in this lesson.

Written Exercise

Write a composition and give an account of the first recitation that you attended this year.

Oral Exercise

Read one of the following accounts of school recitations and make it the subject of a composition. Tell about the recitation and then compare it with one of your own recitations.

Squeers's School (from *Nicholas Nickleby*). — Dickens.
The New Teacher (from *The Hoosier Schoolmaster*). — Eggleston.

CHAPTER IV

THE SENTENCE

THE two essential qualities of a good sentence are:

1. *Correctness.* It must be constructed according to the rules of grammar and of good usage.
2. *Clearness.* It must be so clear that its meaning cannot be mistaken.

There are three simple principles that will help us make our sentences conform to these requirements:

1. That every sentence shall be complete.
2. That the form of the verb shall be the same throughout the sentence.
3. That words, phrases, and clauses shall be correctly placed.

These principles will be studied separately.

LESSON 1

Complete Sentences

Every complete sentence must have a subject and a predicate, either expressed or understood. The following illustrations of incomplete sentences were taken from school compositions.

Wrong: My sister is quite well now. And is going back to school.

Right: My sister is quite well now and is going back to school.

In order to make the meaning clear, a complete sentence is often given with the incomplete. In this illustration the part *My sister is quite well now* is a complete sentence. The incomplete

part of the illustration is *And is going back to school.* In many of the exercises that follow, the two parts must be taken together and rearranged or punctuated properly.

Wrong: One day, when my brother was in the hospital, I sent him an apple. And an orange, too.

In this illustration the second part is incomplete. It should be connected with the first part. Thus, —

Right: One day, when my brother was in the hospital, I sent him an apple and an orange.

Written Exercise

Rewrite the following, making complete sentences. Make necessary changes in form, in wording, and in punctuation.

1. There were two that were killed. The chauffeur and the woman.
2. At one end of the room is a big clock. Given by one of the classes which was graduated.
3. After the play was over, there was a basketball game in the gymnasium. The Stars and the Juniors.
4. We will place the limit at fifteen lines. Anything less than that not to count.
5. There are about thirty desks and seats. Not including the teacher's desk and seat.
6. There were no chairs but a few old benches. A table and a crude bed.
7. The next day was spent in breaking out roads. And a number of days after that.
8. We went for a ride with a boy's pony. In a little two-seated carriage.
9. On one side of the room is a clock, which is very useful. Also the calendar, another useful object.
10. The lower section of the page contains words that are not used very often. The foreign phrases and similar material.
11. In the back part of the dictionary there are seventy pages of illustrations. Designs of machinery and the like.
12. The pages of this new dictionary are divided into two parts. The upper part in rather large type and the lower part in small type.

13. The most valuable part of the sophomore English is the punctuation. The letter writing, composition, and filling out sentences.
14. One day in August about the middle of the month. The sun was shining bright, and it was very hot.
15. The man was almost overcome by his emotions. Or a feeling involving anger mingled with contempt or disgust aroused by injustice or meanness.
16. We took a small path up the mountain and came to the road. We walked along this for a way. Here were picnic parties and motorists all along. In one place especially.
17. The change of order saved much space, and by this and many other ways the editor solved the difficult problem which was set before him. Mainly to increase the literary contents and not the size.
18. About fifty yards from the beach on a hill between huge rocks and boulders stood the settlement. Two stone huts.
19. The day is spent in getting a great pile of wood for the fire. Also in looking after the cattle. In playing games and in popping corn when evening comes.
20. I spent many hours in preparing my theme, resolving that, as I was a senior, I would end my high school career with a brilliant story. None of my others having been successful.
21. If a person should drop an egg in a dish of water and the egg should go to the bottom. The person is sure that the egg is fresh. The shell of a fresh egg is slightly rough.
22. First, if all the children would be careful not to throw papers on the streets and in the yards, and, if they would pick up all the papers they see, and rake the lawns. All that would help greatly to improve the looks of the town.
23. The story told in the decoration is interesting. This being a young Chinese girl whose father insisted that she must marry an old man, but she eloped with her young lover on the day that was intended for her wedding to the man of her father's choice.
24. We believe in so doing, we have selected the most popular one on the market. The top one having rounded corners, the front and ends are nicely paneled.

LESSON 2

The Form of the Verbs

The form of the verbs should be the same throughout the sentence. This means that all the verbs in the sentence should be either active or passive, and all the verbals in phrases used to modify the same word or words should be of the same kind. Study the following illustrations.

Wrong: You took the book from the library, and it should have been returned at once.

In the first clause of this sentence the verb is in the active form, and the subject is *you*. In the second clause the verb is in the passive form, and the subject is *it*. Both verbs should be in the same voice. Thus, —

Right: You took the book from the library, and you should have returned it at once.

Wrong: The goods were sent to you on approval, and you should have returned them promptly.

In this sentence the verb in the first clause is passive, and in the second clause the verb is active. Both verbs should be in the same voice. Thus, —

Right: The goods were sent to you on approval, and they should have been returned promptly.

Wrong: The coach tried to impress upon the boys the importance of judging quickly and to play promptly.

In this sentence *of judging quickly* and *to play promptly* modify *importance*. The first is a verbal noun and the second is an infinitive. They should be of the same kind. Thus, —

Right: The coach tried to impress upon the boys the importance of judging quickly and of playing promptly.

Wrong: He came home to see his sister and that he might meet her friends.

In this sentence *to see his sister* is an infinitive phrase, and *that he might meet her friends* is a subordinate clause. Both modify the verb *came*, and they should be of the same construction.

Right: He came home to see his sister and to meet her friends.

Written Exercise

Rewrite the following sentences, correcting errors in form and in construction.

1. The boys played many games, but most of them were lost.
2. Elwood had to get out of the cart and pried it up out of the mud.
3. The committee has purchased a large lot, and a schoolhouse will be built at once.
4. A citizen built a gymnasium, and it was presented to the school.
5. The milliner went to the city to purchase a stock of goods and that she might see the spring styles.
6. After we have eaten, we tell stories, play games, and, what has always been one of my chief pleasures, distributed gifts.
7. I want a photograph showing farm operations on a large scale and that at the same time is an attractive picture.
8. We send all books on approval, and, if not satisfactory in every way, they may be returned at our expense.
9. We carry a large and complete line of school supplies, and your order for anything used in a schoolhouse will be filled promptly.
10. The merchant built a larger store to accommodate his increasing business and that he might secure room in which to show his goods more advantageously.

LESSON 3

Position of Words or Phrases

A word or a phrase should be so placed that the meaning is clear. In general it should stand as near as possible to the word or words to which it belongs. A word or a phrase that is in the

wrong position often changes the meaning of a sentence, and the result is sometimes ludicrous. Study the following illustrations:

Wrong: An extensive view is presented from the fourth story of the Delaware River.

The sentence refers to a view from a building situated near the Delaware River. The phrase *of the Delaware River* is evidently in the wrong position.

Right: An extensive view of the Delaware River is presented from the fourth story.

Or, From the fourth story an extensive view of the Delaware River is presented.

Wrong: How many columns are devoted to sports in your paper?

Right: How many columns of your paper are devoted to sports?

Wrong: The ship was accompanied to the capes *only* by a tug.

This form is from a newspaper item. Does it mean that the tug went as far as the capes and no farther, or that the ship was accompanied by no boat except the tug? If the writer intended to convey the second meaning, the form should be:

Right: The ship was accompanied to the capes by a tug only.

It is sometimes difficult to place a phrase or a clause in a satisfactory position. The following sentence presents a problem:

Wrong: It was voted to instruct the superintendent to send invitations to architects who might be interested to submit sketches of the proposed new building for Maple street.

As the sentence stands, the infinitive phrase *to submit sketches* seems to belong to *who might be interested.* That is, *who might be interested to submit sketches.* This, of course, is not the meaning that was intended. Perhaps the best solution of the problem is to change the sentence somewhat.

Right: It was voted to instruct the superintendent to write to architects who might be interested, inviting them to submit sketches of the proposed new building for Maple street.

Here is a problem that the authors of this book had to solve. They wished to direct the pupils to write the synonyms of ten words, and they wished to tell the pupils to write the synonyms that are given in a large dictionary. This is the way they wrote the sentence at first:

Wrong: Write the synonyms of ten words that are found in a large dictionary.

It was evident at once that this sentence did not convey the right meaning. As the sentence stands, it means that the pupils are to write the synonyms of ten words, and that the pupils may select ten words that are to be found in a large dictionary. They may get the synonyms from any source. Suggest a solution of this problem.

These illustrations are given in order that the pupils may see that they must use care and thought in writing if they wish to convey the exact thoughts that they have in their minds.

Oral Exercise

Tell what is wrong with each of the following and explain how the error should be corrected.

1. Please be careful not to let the copy go to the printer that I sent you first.
2. He has formed the habit of looking up every word in the dictionary of whose meaning he is not sure.
3. He was killed by a bear just after he left the child which jumped out and attacked him.
4. The boys tunneled through the snow and brought water to the cattle which they had warmed in the kitchen.
5. The rooms were as cold as icebergs that didn't contain a good stove.
6. A knowledge of punctuation will help me when I am writing to a man asking for a position.

7. First we read the exercise silently. Then we read to the whole class in the front of the room.
8. We shall probably play the team again during our week's vacation over in Glenville.
9. At the option of the teacher the arguments may be given on both sides.
10. The tree has a bark of whitish gray which shines like silver fifteen feet from the ground.
11. The pupils in the class should remember the suggestions that were made for improvement.
12. He had on a loose jacket that reached from his neck to his knees of a purple color.
13. The letter was carefully examined in regard to punctuation by the teacher.
14. Write me about some of the things in the letter that you have in Alaska.
15. The children were out in the cold with their sleds all bundled up.
16. The parents of children should be fined if they play in the streets.
17. The seafaring man stayed out on the coast, watching for ships with a brass telescope.
18. As I was coming to school this morning, I saw a man with a donkey who was selling vegetables.
19. All persons must detest traitors who possess any love of country whatever.
20. The authors decided to devote a section to proofreading in their new high school book.
21. The architect replied that he had a large number of plans suitable for schoolhouses in his office.
22. Conductors are authorized to issue transfers only to such passengers as request same when paying their fare.
23. I move the appointment of a committee to report what alterations are necessary to the next annual meeting.
24. It would be a disgrace to the United States if an American citizen sent a letter to a foreign country which was not properly punctuated.
25. We looked up in a large dictionary three of the words in the list and wrote the facts that we found in a neat and orderly manner.
26. The majority of high school teachers prefer to use something different from the grammar school work at the opening of the fall term.

27. Mrs. Smith has plenty of cotton for the knitting of the Red Cross sponges at her home now and will supply it to any one who will knit them.
28. Mr. Moore was engaged to make the repairs upon the property recently purchased from the Burke estate under the supervision of the architect.
29. Mr. Smith broke his leg yesterday by falling on the curb on the corner of the sidewalk near his home. He is suffering great pain, and the doctor says he may lose it.
30. "I don't believe you have a frog, anyway," said Kate.
"Haven't I? Well, just look here." Saying this, he took the frog from his dinner pail which was nearly dead.

Written Exercise

Rewrite the following sentences, arranging each so that its meaning is clear and so that it conforms to the rules of grammar.

1. The depth of the division will be forty-one feet at mean tide. For the protection of vessels entering.
2. It is said that a coal mine is more dangerous than a gold or a silver mine. Because a coal mine can catch fire quicker than a gold mine.
3. The cell plant of which yeast is made is very small. So small in fact that one cannot see it without the use of a microscope.
4. When one applies for a position as stenographer or bookkeeper in the form of a letter, and it is not punctuated correctly, the employer will not take him.
5. Antonio borrowed money from Shylock, the Jew, because his friend Bassanio wanted it to marry Portia.
6. Written examinations save time because, if one were asked a question, it would take longer than if it were written.
7. They got to the manger by following a bright star and telling the people that Christ was born, and now it is called Christmas Day.
8. In the morning her mother called her, saying, "Marie, it is time to get up. It is ten o'clock already or else you will not have any breakfast."
9. The untimely death of our president, Mr. Joseph A. Smith, while a great and irreparable loss to us and to all who have been associated

with him, it shall not impair the highly efficient service or management of our institution.

10. The principal characters are Keawe, a man from the Island of Hawaii. He is poor, brave, and active. He can read and write like a school master, and his wife, Kukoa, whom he marries later, and his Chinese servant.

LESSON 4

Finding the Right Word

Synonyms

Care must be used to select words that express the exact meaning that we wish to convey. Several words often express essentially the same idea but differ from each other in the exact shade of meaning. Words that express essentially the same idea are called *synonyms*. In the large dictionaries a list of synonyms is often given after the definitions of a word. Several books are published that are devoted wholly to synonyms.

As an illustration of the use of synonyms let us suppose that we are writing about an aged pastor of a church who was beloved by his people, and that we wish to express the feeling of the parish children toward him. We think of this sentence:

The children of the parish *honored* the aged pastor.

Honored does not seem to be quite the right word. *To honor* means *to regard or to treat with respect.* We may honor any man in public office. In speaking of the pastor, we need a word that expresses a more personal feeling.

Let us try the word *respect.* Our statement will then be:

The children of the parish *respected* the aged pastor.

Again this does not seem to express just the meaning that we have in mind. The children may respect the policeman. The children certainly *respect* the aged pastor, but the word does not seem to include enough. We wish a word that will include *respect* and *love* with a certain *religious sentiment.*

We try the word *revere*, and our sentence is:

The children of the parish *revered* the aged pastor.

We look up the meaning of the word *revere* in the dictionary, and we find that *to revere* means *to regard with reverence or profound respect and affection mingled with awe.* This is exactly the meaning for which we are looking, and we write the sentence, using the word *revere.*

One who wishes to use words with precision should study carefully the subject of synonyms. Few words in any language are exactly synonymous. Many, which at first sight appear to be so, are found on examination to have shades of difference, and it is by noticing these slight differences of meaning that we learn to use words with precision. — HART.

The synonyms of several words are given as illustrations.

Grow (verb) — enlarge, augment, improve, expand.

Labor (noun) — toil, drudgery, exertion, industry.

Shy (adjective) — reserved, retiring, timid, shrinking, sheepish, unobtrusive, unassuming, unostentatious, demure.

Sullen (adjective) — sour, cross, ill-natured, peevish, fretful, petulant, gloomy, moody, gruff, cynical, spiteful.

ORAL EXERCISE

Explain the distinctions in the meaning of the words: *tautology, redundancy, pleonasm,* and *verbosity.*

WRITTEN EXERCISE

Select ten words and write their synonyms. The synonyms may be found in a large dictionary or in special books devoted to synonyms.

LESSON 5

Unnecessary Words

Unnecessary words should be omitted. For example, the word *round* is unnecessary in the expressions — *a round circle, a round ball.* Such words are sometimes called *superfluous.*

Oral Exercise

Mention the unnecessary words in the following sentences and tell why the words are unnecessary.

1. My brother and I were both twins.
2. One can tell by the way he plays that he is a new beginner.
3. I am sure that the post will always remain permanently in its place.
4. I found algebra very hard when I first began to study it.
5. People say that my sister and I both look very much alike.
6. The houses were connected together by a private telephone line.
7. The boys collected together all the books belonging to the school.
8. The children on the playground were constantly supervised all the time.
9. We look up the words to find from what language they first originated.
10. On Saturday morning we will give away one of these books without cost to every customer.
11. The coffee should be removed from the stove just as soon as it first begins to boil.
12. I am afraid that he wasted his money for nothing when he bought the stock.
13. Boil a quart of hot milk in a double boiler for fifteen minutes.
14. The outside of the church was covered with ivy that grew all over it.
15. The business compelled him to go clear to Chicago.
16. The new sign warned every one to keep off of the grass.
17. The man suffered great anxiety of mind in regard to his investment.
18. The line advanced steadily, and the enemy retreated back about a mile.
19. I do not remember of another winter that was so cold as this.
20. The girl carried the pail to the spring and filled it full of cool water.
21. The lumberman wore a heavy pair of rubber boots on his feet.
22. The men collected together in little groups to discuss the affair.
23. When the pupils came to class, there was not but one teacher in the room.
24. I have been thinking the matter over in my mind since our last meeting, and I have concluded that we cannot afford to take the risk.

LESSON 6

The Right Use of Words

Up

The word *up* should not be used with verbs when it adds nothing to the meaning.

Wrong: Early in the morning Mr. Smith finished *up* mowing the lawn, settled *up* the weekly store bills, polished *up* his shoes, and opened *up* the morning mail in order that he might rest *up* for the remainder of the day.

Right: Early in the morning Mr. Smith finished mowing the lawn, settled the weekly store bills, polished his shoes, and opened the morning mail in order that he might rest for the remainder of the day.

ORAL EXERCISE

Use each one of the following verbs in a sentence: *divide, end, finish, open, polish, settle.*

WRITTEN EXERCISE

Write ten sentences, in each of which one of the words given under the preceding exercise is used correctly. Use each word at least once.

But that

The word *but* should not be used with *that* after the word *doubt.*

Wrong: I had no doubt *but* that they would come.
Right: I had no doubt that they would come.

ORAL EXERCISE

Give sentences, using the word *doubt* correctly.

WRITTEN EXERCISE

Write five sentences, in each of which the word *doubt* is used

LESSON 7

Direct Quotations

Let us suppose that the principal said to you this morning:

Our school will have a holiday Monday.

You were interested in the announcement, and you wrote to a friend in this way:

The principal said, "Our school will have a holiday Monday."

The words inclosed in quotation marks form a *direct quotation.*

A direct quotation repeats the exact words of another.

In general usage quotation marks are two inverted commas at the beginning and two apostrophes at the end of the quotation. A typewriter uses the same key for both forms of quotation marks.

Quotation marks are used to inclose direct quotations and may also be used to indicate names or titles of any kind. Thus, —

The farmer said, "The apples are ripe."
The class has read "The Merchant of Venice."
The word "that" is used in many relations.

Instead of quotation marks italics are often used in books or other publications to indicate names or titles of books, stories, and similar things, and to indicate emphasis. Thus, —

This morning the class read *A Forest Hymn* as a part of the lesson.

The word *than* is used to indicate comparison.

The infinitive is used as an adjective in the sentence *The grocer has apples to sell.*

NOTE. — The practice of setting titles in italics is followed in this book.

The Use of Capital Letters in Direct Quotations

The words in a direct quotation should begin with capital letters if they were written with capital letters in the original form.

ILLUSTRATIONS

1. Let us suppose that Frank said:

Our school won the game.

Written as a quotation, this would be:

Frank said, "Our school won the game."

The word *our* is written with a capital letter in the quotation because it began with a capital letter in its original form.

2. Here is an extract from a book:

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.

Perhaps you wish to use part of this extract as a quotation, and you write:

Some one has said of books that there are "some few to be chewed and digested."

The word *some* does not begin with a capital letter because it did not begin with a capital letter in its original form.

3. Here is another illustration:

The word "and" should not be used instead of the word "to" with an infinitive expressing purpose.

The words *and* and *to* do not begin with capital letters because they are quoted simply as words, and there is no reason for using capital letters either in the original forms or in the quotations.

When a title or a name of any kind is quoted, the words that began with capital letters in the original form are written with capital letters in the quotation. Thus, —

Washington Irving wrote "The Legend of Sleepy Hollow."

MARKS OF PUNCTUATION WITH DIRECT QUOTATIONS

LESSON 8

Commas before and after Quotations

The following simple rule will cover a large proportion of the quotations that you will have occasion to write:

When a quotation is a complete sentence and is used as the object of a verb, it should be set off by a comma or by commas.

I. The verb of which the quotation is the object may stand before the quotation.

ILLUSTRATIONS

NOTE. — The sentences may also be used for a dictation exercise.

1. The duckling said, "You don't understand me."

Notice that a comma separates the quotation from the verb *said* although the quotation is the object of the verb. The comma should always stand before the quotation marks. The quotation marks at the end of the quotation follow the period. When the quotation stands at the end of a sentence, but one comma is needed to separate it from the remainder of the sentence.

2. The little child said, "I am very happy," and smiled sweetly at her mother.

In this illustration the quotation is within the sentence, and two commas are needed to separate it from the remainder of the sentence. If a comma is required before a quotation, a corresponding comma must be used at the end of it.

3. The red queen replied, "Queens never make bargains."
4. The white queen smiled feebly and said, "And I invite you."
5. The king said to the miller, "That is a gift that pleases me well."

NOTE. — An interjection is often used like a complete sentence because an interjection usually conveys to the hearer or the reader a complete thought. Thus, —

The terrified child cried, "Oh! oh! oh!"

Any one who was present and understood the conditions under which the child used the interjection would understand his meaning.

WRITTEN EXERCISE

Write ten sentences and use in each a direct quotation that is a complete sentence and that is the object of a verb. Underscore the verb of which the quotation is the object. The quotation should follow the verb.

A direct quotation that is a complete sentence and that is used as the object of a verb is not set off by a comma or by commas when it is used as a title of a book, article, or picture or when it is used as a group of words.

ILLUSTRATIONS

1. William de Morgan wrote "It Never Can Happen Again."

In this sentence the quotation is the title of a book, and it is not set off by a comma.

2. The farmer wrote "This Farm Is for Sale" on the side of the barn.

The writer of this sentence did not intend to convey to the reader the thought expressed by the quotation in its original form, and he did not set it off by commas. He used the quotation as a group of words simply. It will help us to understand the writer's intention if we substitute the words *a sign* for the quotation. The sentence will then read:

The farmer wrote a sign on the side of the barn.

When the words introducing the quotation are on the line preceding the quotation, they are usually followed by a colon. Thus, —

For a time no one replied to his proposition. Then an old man arose and spoke as follows:

"I believe that I represent the majority of the citizens when I say that we cannot accept your offer."

II. The verb of which the quotation is the object may follow the quotation.

ILLUSTRATIONS

1. "You may do as you please," she said.

In this sentence the quotation is the object of the verb *said*, and it is separated from the remainder of the sentence by a comma which is placed within the quotation marks. If we arrange the sentence in the natural order, we have:

2. She said, "You may do as you please."

Notice that a comma is used after the quotation in the first arrangement because it does not mark the end of the sentence.

In the second arrangement a period is used at the end of the quotation because it marks the end of the sentence.

When a quotation stands at the beginning of a sentence, but one comma is needed to separate it from the remainder of the sentence.

3. Then to his friends, "I will return in the morning," he said and left the room.

In this illustration a comma is required at the end of the quotation, and a corresponding comma must be used before it.

A sentence is often abridged in a quotation.

ILLUSTRATIONS

The little man said, "What will you give me if I do it for you?"
"My neckerchief," said the maiden.

The words *My neckerchief* are in effect a complete sentence. The reader understands that the answer means:

I will give you my neckerchief.

Sentences of this kind are treated like complete sentences in writing quotations.

An interjection is often used like a complete sentence because an interjection generally expresses a complete thought.

ILLUSTRATION

"Nonsense!" answered the young cook.

The reader readily understands that this is equivalent to the sentence:

That is nonsense.

A quotation of the kind that has been considered on the preceding pages is sometimes used as the subject of an intransitive verb. Thus, —

"I see it," was the cool reply.

This is equivalent to:

"I see it," he said.

DICTATION EXERCISE

1. "I am sorry, Mr. Fox," she said.
2. "That is an odd plant," said she.
3. "That ought to be our supper," said the rooster.
4. "They are all safe," he kept saying to himself.
5. "There must be a house not far off," he called to his companions.
6. "I made sure that they had come to you," said Brian.
7. "He must have gone home without me," he thought uneasily.
8. Nella stopped to say, "I can hear somebody coming up the wood."
9. And the cat said, "I can arch my back, and pur, and give out sparks."
10. "I think we had better find shelter under one of these banks," said Maud.

WRITTEN EXERCISE

Write ten sentences and use in each a direct quotation that is complete in meaning and that is the object of a verb. Underscore the verb of which the quotation is the object. The quotation may either precede or follow the verb.

LESSON 9

Direct Quotations without Commas

A direct quotation consisting of a word or a group of words that does not form a complete sentence and is not used to express a complete thought is not set off by a comma or by commas unless such punctuation is required by the punctuation of the sentence according to the usual rules.

Illustrations

1. Such, sir, was the "end of all my greatness."

In this sentence the quotation is not a complete sentence, and it does not express a complete thought. It is not set off by a comma.

2. This was the "be all and the end all" of my fortune.

In this sentence the quotation is not a complete sentence, and it does not express a complete thought. It is not set off by commas.

Oral Exercise

Read each sentence and explain why the quotation does or does not begin with a capital letter. Explain why the quotation is or is not set off by a comma or by commas. The quotations include all the forms that have been taught. The exercise may also be used for dictation.

1. Washington Irving wrote "The Legend of Sleepy Hollow."
2. They wished Brian "Good evening" as he went by.
3. "Ask of him a present much greater than he can give," said the man.
4. "Put an extra stone on the painter, Benny," said Adams calling after him.
5. "Old Ironsides" was written by Oliver Wendell Holmes.
6. The little man walked suddenly into her room and said, "Give me what you promised me."

7. The next morning at daybreak the genie came and said, "Master, your palace is finished. Come and see how you like it."
8. The moment one of these "heavenly bodies" appeared in my horizon, I was sure to be in hot water.
9. Suddenly a man came in from the yard and said in a harsh voice, "My horse has not been watered," and he looked sternly at the young man.
10. Mr. Lincoln then said, "The soldier that could carry a sick comrade's baggage and die for the act so uncomplainingly deserves well of his country."

LESSON 10

Periods with Quotations

When a direct quotation that is not a question or an exclamation stands at the end of a sentence, it should be followed by a period placed within the final quotation marks.

A period should never be placed immediately after the final quotation marks.

ILLUSTRATIONS

The hermit said, "Great is the kindness of God."
The captain said, "We will give you a fair choice."
Timothy said disapprovingly, "I'd rather go alone."

Question and Exclamation Marks with Quotations

When a quotation is a question, quotation marks should follow the question mark at the end of the quotation. Thus, —

"Don't you think that a very remarkable sky?" I asked.

NOTE. — A comma should not be used after a question mark at the end of a quotation.

If a quotation comes at the end of a question, the question mark follows the quotation marks.

Illustration

Let us suppose that the teacher said:

She has finished the exercise.

Another pupil not hearing distinctly what the teacher said asked:

Did the teacher say, "She has finished the exercise"?

Note. — In a sentence of this kind a period should not be used at the end of the quotation.

If a quotation is exclamatory, place an exclamation mark before the last quotation marks. Thus, —

"It's a shame!" cried Nella.

Note. — Neither a period nor a comma should be used with an exclamation mark at the end of a quotation.

Written Exercise

Write five sentences, in each of which there is a quotation which is a question.

Write five sentences, in each of which a quotation comes at the end of a question.

LESSON 11

Quotation within a Quotation

Single marks are used to indicate a quotation that comes within another quotation. Thus, —

"Tell me about it, please," said Bertha.

"You will have to ask Sheridan about it. He said, 'That was very well done,' and I blushed like a girl," replied Charles.

"What have you been reading?" asked Harry.

"I have just finished Dana's 'Two Years before the Mast,' and I liked it very much," replied Charles.

Note. — The comma after the word *Mast* is used to separate the part of a compound sentence, and it has no relation to the quotation.

Dictation Exercises

The following exercises should be read by the teacher and written by the pupils.

1. "Ridiculous!" cried the queen.
2. At last he asked, "Why do you look so sad?"
3. "This place is bewitched, I think," said he.
4. "My pretty bird, what am I to do with you?" he asked.
5. Gilbert Parker wrote "You Never Know Your Luck."
6. She has been calling in a sweet Spanish voice, "Fruit for sale!"
7. A reproduction of "The Melon Eaters" is given on the next page.
8. "We never thought of living to see such grand society," said Peter to his brothers and sisters.
9. "Will you go with me now? I am sorry I was forced to be so rough with you," said the lady.
10. At last one morning the mother said, "Children, should you like to help mother gather the cherries to-day?"
11. As he was about to go down, he heard a voice from a distance shouting, "Rip Van Winkle! Rip Van Winkle!"
12. I said, "Who would not like to write something which all can read, like 'Robinson Crusoe'? Who does not see with regret that his page is not solid with a right treatment that delights everybody?"

LESSON 12

Punctuation of Sentences containing Quotations

A sentence containing a quotation is punctuated according to the regular rules of punctuation. Thus, —

1. The boy read "The Last of the Mohicans," and he liked it so much that he immediately went to the library for another book by the same author.

In this sentence a comma is used at the end of the quotation to divide the parts of a compound sentence. The comma has nothing to do with the quotation.

2. It would be hard to find a happier lot of boys and girls than "The Melon Eaters," "The Fruit Venders," "The Spanish Flower Girl," and "The Peasant Boy with His Dog."

A comma is used after each of the titles except the last in this sentence because the titles are used in a series. The commas have no relation to the quotations.

3. I flung the taunt at Richmond, "Richard is hoarse with calling thee to arms," and I thought the barn would have come down about my ears with the raptures of the audience.

In this sentence the quotation is in apposition with the word *taunt*, and the quotation is set off by commas because it is an appositive.

4. The cry ran through the ranks, "Are we never to move forward?"

In this sentence the quotation is in apposition with the word *cry*, and it is set off by a comma.

LESSON 13

Divided Quotations

Sometimes a quotation is divided by the introduction of other words within the quotation. Thus, —

"Oh," she laughingly said, "it's a bad plan to tell other boys where the birds' nests are."

In writing a divided quotation, place a comma before the quotation marks at the end of the first part and a comma before the quotation marks at the beginning of the second part. This means that the part that is placed within the quotation is set apart by commas.

Care must be taken to indicate the end of a sentence by a period. Do not confuse a divided quotation with two or more short quotations. Thus, —

"Why, this is a wonderful fellow," he said. "He does not mind the cold."

In this illustration there are two short quotations, each of which is a complete sentence and would be followed by a period in its original form.

"I can neither freeze him nor starve him," said Kabebonicca. "He is a very singular being."

In this illustration there are two short quotations, each of which is a complete sentence and would be followed by a period in its original form.

"A horse," thought Gudbrand, "is more useful than a cow."

In this illustration the quoted part forms one sentence, which is divided by the words *thought Gudbrand.*

Written Exercise

Rewrite the following and punctuate properly. Use quotation marks when they are required.

1. There is hidden said the magician under that stone a great treasure.
2. We can not get hold of him now said Duke it wouldn't be safe to go in there without a light.
3. Turning to my father he's the child's pet and he does no harm to any one said my mother.
4. They are very kind old ladies in their way said the king and were nice to me when I was a boy.
5. The hare cried yonder sir is the place of danger and then he ran quickly into the woods.
6. There must be a house not far off he called to his companions for I can see a light.
7. Where is that rascal he shouted bring him before me and let his head pay the price of his cheating.
8. Take the children said Obed and hide them in the loft. Amos and I will stay here and watch for the Indians.

9. He and John went off together said Frank but they are such good friends they don't let any one into their secrets.
10. The tailor said to the baker let us keep this bread for ourselves so that we may not be hungry and he went to look for more brush wood to feed the fire.

LESSON 14

Direct Quotations in Use

Quotation marks should never be placed directly above any other mark of punctuation.

Wrong: "I will help you," said Mary.
Right: "I will help you," said Mary.

A comma should never be placed after the quotation marks at the end of a quotation.

Wrong: "The test was hard", said Harry.
Right: "The test was hard," said Harry.

A period should never be placed after the quotation marks at the end of a quotation.

Wrong: The girl said, "Give me the arrows".
Right: The girl said, "Give me the arrows."

Dictation Exercise

1. "You will treat me," replied I, "with more civility when you know me better."
2. "I do not care how shabby it is," he said. "It's the only house we have ever had."
3. "One would not have thought so," said the other, "by the way you load him."
4. "I wonder," he thought, "whether I could see better through a pair of glasses like those."
5. "I had thought," said Cora, "that an Indian warrior was patient."

6. "I have heard much good of him," replied the knight, "and will go with you gladly."
7. "If he come not this day," cried the rich man rubbing his hands, "the lands will be mine."
8. "You are a fine little fellow," said he. "Will you let me grind my ax on your grindstone?"
9. "And will you, my man," said he patting me on the head, "get me a little hot water?"
10. "That I cannot do," replied the genie. "You must ask that of the slave of the lamp."
11. "Bring back my daughter to me," he said, "or nothing shall keep me from putting you to death."
12. "It's too late to correct it," said the red queen. "When you've once said a thing, that fixes it, and you must take what comes."
13. "But what is to become of the young lady," said Caspar, "if the alarm is given, and the inn thrown into a tumult?"
14. "I know that the king of France is well served," returned the unmoved old man, "but my own royal master has as many faithful troops."
15. "She is not well this evening," said he. "I thought she would faint just now as she was looking out of the window at your carriage on its arrival."

Exercise

1. In Chapter 3 of George Eliot's (Mary Ann Evans's) story of *Silas Marner* we find an effective piece of dialogue. Study the chapter. Show how the dialogue reveals the character of each speaker. Contrast this chapter with the next chapter in which action rather than dialogue brings out the character of the speakers.

2. Study the conversation between John Ridd and Lorna Doone in John's first visit to Glen Doone in the story *Lorna Doone*. Come to class prepared to write the dialogue in your own words.

LESSON 15

Indirect Quotations

An indirect quotation repeats the speech or thought in substance, but it is expressed in the words of the one who repeats it. Thus, —

Frank said, "I shall study Latin." (Direct quotation)
Frank said he should study Latin. (Indirect quotation)

"Henry, is it a large fire?" asked Frank. (Direct quotation)
Frank asked Henry if it was a large fire. (Indirect quotation)

An indirect quotation is not inclosed in quotation marks.

The tense of the verbs in the indirect quotation is changed to agree with the tense of the verb in the explanatory words. If the explanatory verb is in the past tense, the verbs in the indirect quotation should be put in the past tense. Thus, —

George asked, "*Is* it raining?" (Direct quotation)
George asked if it *was* raining. (Indirect quotation)

Written Exercise

Rewrite, changing the direct quotation to an indirect quotation. Make the necessary changes in the wording.

1. "Where are you going at this late hour?" the chopper asked the man.
2. "There is something very strange in this," said the man.
3. "Ah, wife," said Philemon, "I fear some poor traveler is seeking hospitality among our neighbors."
4. "There is nothing like a good staff to help one along," said the stranger.
5. "What has become of our neighbors?" asked the kind-hearted old people.

Written Exercise

Change the indirect quotations to direct.

1. The passengers cried that the ship was on fire.
2. The passengers rushed to the pilot and asked how far they were from Buffalo.

3. The general asked if the man whom he wished to see had arrived.
4. Mr. Fields said that if he were a boy again he would demand of himself more courtesy toward his companions and friends.
5. When the boy had been at work for a week, he said to himself that he could not bear it any longer.

In changing from a direct to an indirect quotation, the words *shall* and *will* require especial attention.

If *shall* is used in the direct quotation, *shall* or its past tense *should* must be used in the indirect quotation. The tense must be changed to agree with the tense of the explanatory verb.

If *will* is used in the direct quotation, *will* or the past tense *would* must be used in the indirect quotation. The tense must be changed to agree with the tense of the explanatory verb.

Illustrations

John said, "I *shall* go Monday." (Direct quotation)
John said he *should* go Monday. (Indirect quotation)

"I *will* pay the money Saturday," Henry promised. (Direct quotation)
Henry promised that he *would* pay the money Saturday. (Indirect quotation)

In writing a sentence that contains an indirect quotation, think what the direct quotation would be and then follow the rules.

It requires careful study to learn how to use the words *shall* and *will* correctly in indirect quotations, but any one who wishes to write correctly must be willing to spend the necessary time to master the subject thoroughly.

Written Exercise

Change each direct quotation to an indirect quotation. Make the necessary changes in the wording.

1. "I shall go to see my rabbits," said Tom.
2. "I will not go halves on the coffee and the gingerbread on purpose to save the money," said Tom.
3. "I hope she will do well now," said Mr. Lorry.

4. "You shall not do so by my counsel," said Sir Bars.
5. "I will do it gladly," said the Welsh knight.
6. "All things shall be done as you ask," said her father.
7. "I shall be fifteen years old my next birthday," said Mary.
8. "I shall judge from your work whether or not you can fill the position," replied the superintendent.
9. "The modern writers will never understand his sincere admiration for the emperor," remarked Sir Frederick.
10. "The first book will give directions for preparing the ground to receive the seed, for determining the kinds of soil adapted to various crops, and for improving land that is bad," was his most convincing argument.

LESSON 16

The Correct Use of Personal Pronouns in Indirect Quotations

The use of personal pronouns in indirect quotations often leads to ambiguity as to the meaning. Thus, —

John told his father that the letter that he expected had not come.

Who expected the letter? We have no way of deciding whether the personal pronoun *he* refers to *John* or to *father*. If we change the indirect quotation to a direct quotation, the meaning is clear. Thus, —

John said to his father, "The letter that you expected has not come."

Whenever it is not clear to whom a personal pronoun in an indirect quotation refers, it is better to use a direct quotation.

Written Exercise

Rewrite the following and make the meaning clear.

1. The little girl told her teacher that her sister had lost her knife.
2. The boy told the farmer that his garden was full of weeds.
3. The boy ran to his father and told him that his coat was burning.
4. Mr. Smith said to Mr. Jones that a tire on his automobile was flat.

5. Mary told her sister that a friend was coming to call on her in the evening.
6. The principal informed the superintendent that his typewriter was out of order.
7. Frank told his friend that he had left his coat on a tree by the river.
8. The architect wrote the owner of the building that his plan for the building was not acceptable to the state inspector.
9. The boy ran to his teacher and told him that his brother had been injured.
10. Nellie told her friend that the principal would send the tickets for the graduation exercise to her.

LESSON 17

Quotations in Use

When quotations are introduced into a story, what each speaker says at one time with the accompanying explanation usually forms a paragraph. The quotation is usually put first in the paragraph, and this is followed by a statement indicating who the speaker is. Study the following selection and note how the quotations are used.

THE MILLER AND HIS SON

A miller and his son were driving their ass to a neighboring fair to sell him. They had not gone far when they met a group of women near a well, talking and laughing.

"Look there!" cried one of them. "Did you ever see such fellows? They are trudging along the road on foot when they might ride."

The old man hearing this, quickly made his son mount the ass while he continued to walk along by his side. Presently they came to a group of old men in earnest debate.

"There," said one of them, "it proves what I was saying. What respect is shown to old age in these days? Do you see that idle lad riding while his father has to walk?"

Upon this the old man made his son dismount and got up himself. Soon they met a company of women and children.

"You lazy fellow," cried several tongues at once, "how can you ride when that poor little lad can hardly keep pace by the side of you?"

The good natured miller immediately took his son up behind him. They had now almost reached the town.

"Pray, honest friend," said a citizen, "is that ass your own?"

"Yes," said the old man.

"O, one would not have thought so," said the other, "by the way you load him. Why, you two fellows are better able to carry the poor beast than he you."

"Any thing to please you," said the old man. "We can but try."

So they tied the legs of the ass together and by the help of a pole endeavored to carry him over a bridge. The ass not liking the strange handling broke the cords and fell into the river.

Upon this the old man, vexed and ashamed, made the best of his way home, convinced that by trying to please everybody he had pleased nobody and had lost his ass into the bargain.

AESOP

DICTATION EXERCISE

The teacher may dictate the whole or a part of the preceding story, and the pupils with books closed may write it. When it is written, the pupils may exchange papers and with open books may underscore each error. The papers may then be returned to the writers for examination. They should then be handed to the teacher.

ORAL EXERCISE

With books open mention each capital letter and each mark of punctuation and explain why each is used.

WRITTEN EXERCISE

Rewrite the following story, changing each indirect quotation to a direct quotation. Changes in the wording may be made when necessary.

THE TORTOISE AND THE EAGLE

A tortoise seeing an eagle in flight wanted very much to fly like him. So she asked him if he would not teach her to fly.

He told her that it was impossible. He said that a tortoise could not fly. But she begged him all the more to let her try, and at last he said that he would let her try. He seized her in his claws, bore her up to a great height, and then, letting her go, bade her to fly. She fell like a stone, and the breath was knocked out of her body.

Written Exercise

Rewrite the following story and change each indirect quotation to a direct quotation. Necessary changes in the wording may be made. Divide into paragraphs and punctuate according to the rules that have been given.

THE GOLDEN AX

A woodman who was chopping on the bank of a river by chance let his ax fall from his hand, and it sank out of sight in the water. The man sat down on the bank and wept.

Soon a nymph came up out of the water and asked the man what was the matter. The man replied that he was very poor and he did not know what he should do to get wood to keep his children warm. When the nymph heard the story, she went down to the bottom of the river and brought up a beautiful golden ax. Holding this up, she asked the man if this was the ax that he had lost. The honest man said that it was not his ax. Then the nymph went down again and brought up a silver ax and asked the man if this was his ax. Again he replied that it was not his ax. The nymph went down again a third time and brought up the old ax. The poor man took it very gladly and thanked the nymph for getting it for him. The nymph was so much pleased because the man had been so honest that she said he might keep the golden ax and the silver ax.

Written Exercise

Copy the following exercise. Divide it into paragraphs and punctuate it according to the rules that have been given. Use quotation marks when necessary. Do not change the wording.

THE TORTOISE AND THE HARE

A wise tortoise creeping along said to herself I know I am slow but since I was made to creep on the ground I will do the best I can and rest content One day as she was plodding along a hare came running up behind her Good morning he called out to the tortoise How slow you are Wouldn't you like to be able to run as I do I know you can run very fast admitted the tortoise but I think I could beat you in a race Beat me exclaimed the hare I'd like to see you try Very well said the tortoise let us run the race The fox over there shall be the judge When they were both ready the fox cried Run and away went the hare like the wind The tortoise crawled along with a slow steady pace and was soon left far behind The hare looking back and seeing nothing of the tortoise said to himself I will rest here until the tortoise comes in sight So he lay down under a tree and soon fell fast asleep When he awoke he saw nothing of the tortoise but this did not disturb him at all I can easily overtake her and reach the goal first he thought But when he reached the end of the course he found her waiting for him Alas sighed the hare the slow and steady tortoise has won the race

Exercise

Make a fable of your own that illustrates the proverb, *The race is not to the swift.*

Written Exercise

Rewrite the following story. Divide it into paragraphs, use capitals, and punctuate. Do not change the wording.

THE ANT AND THE CRICKET

one cold day in winter a cricket came to her neighbor the ant and said my dear neighbor let me have a little food for i am very hungry and have nothing to eat did you lay up no food for the winter asked the ant indeed was the reply there was no time for me to store up food no time madame cricket exclaimed the ant what did you do in the summer i was singing all the time replied the cricket very well said the ant if you sing in summer you may starve in winter.

Written Exercise

Select one of the subjects given below. Imagine and write the conversation. Do not write *he said* or *she said* after each quotation, but make as much variety in the form as possible. A few forms are given as illustrations: *asked Mary, exclaimed Frank, replied George, was the reply.* Be careful to select a form that is suitable.

1. Two boys are talking about a game that they have seen.
2. Two girls are planning for a walk Saturday.

Note. — The papers should be handed in at the beginning of the recitation. The teacher may ask several of the pupils to copy their papers upon the blackboard. When the papers are copied, let each pupil mention each capital and tell why it is used. Mention each mark of punctuation and give the reason for it. If any mark of punctuation is found for which a good reason cannot be given, it should be omitted.

CHAPTER V

TECHNIC OF THE PARAGRAPH

LESSON 1

THE paragraph is the unit of composition as the sentence is the unit of grammar. Study the following:

The situation of Columbus was daily becoming more and more critical. In proportion as he approached the regions where he expected to find land, the impatience of his crews augmented. The favorable signs which increased his confidence were derided by them as delusive, and there was danger of their rebelling and obliging him to turn back when on the point of realizing the object of all his labors. They beheld themselves with dismay still wafted onward over the boundless wastes of what appeared to them a mere watery desert surrounding the habitable world. What was to become of them should their provisions fail? Their ships were too weak and defective even for the great voyage they had already made; but, if they were still to press forward, adding at every moment to the immense expanse behind them, how should they ever be able to return, having no intervening port where they might victual and refit?

IRVING

Notice that all the sentences are about one topic, which is *the situation of Columbus.* The topic is given in the first sentence.

Notice that the sentences are arranged in an orderly manner. The writer speaks of the spirit of the men at the time and then shows what they feared might happen in the future if they should press forward. This may be called the *time order*, or the *time sequence.*

The *time order*, or the *time sequence*, is the order in which events are connected or related in time.

Oral Exercise

Tell the details that are given by Irving in the paragraph above, being careful to give each incident in the order of time.

Written Exercise

Write the substance of the paragraph in class. Do not try to use the words of the book, but tell the story as your own.

If the exercises in this part of the book are written before the lessons in grammar and punctuation are studied, the following rules may be used:

I. Apply the common rules for the use of capital letters.

II. Use a period:
   1. At the end of a complete sentence.
   2. After an abbreviation.

III. Use a comma or commas:
   1. After each word in a series.
   2. To set off the name of a person addressed.
   3. In quotations as explained in this and in preceding books of this series.
   4. Between the parts of a compound sentence.
   5. To set off an appositive.
   6. After a clause beginning with *if*, *when*, *before*, *after*, *as soon as*, and similar words when the clause stands first in a sentence.

Other rules may be added as soon as the pupils understand and are prepared to use them.

LESSON 2

Topic Sentence

The first sentence of a paragraph often states the subject, which is treated in detail in the remainder of the paragraph. Such a sentence is called a *topic sentence*. The remainder of the para-

graph should be arranged according to the principles that have been studied in this chapter. Study the following selection from Webster's Bunker Hill oration:

The battle of Bunker Hill was attended with the most important effects beyond its immediate results as a military engagement. It created at once a state of open, public war. There could now be no longer a question of proceeding against individuals, as guilty of treason or rebellion. That fearful crisis was past. The appeal lay to the sword, and the only question was whether the spirit and the resources of the people would hold out till the object should be accomplished. Nor were its general consequences confined to our own country. The previous proceedings of the Colonies, their appeals, resolutions, and addresses, had made their cause known to Europe. Without boasting, we may state that in no age or country has the public cause been maintained with more force of argument, more power of illustration, or more of that persuasion which excited feeling and elevated principle can alone bestow than the Revolutionary state papers exhibit.

Oral Exercise

Mention the topic sentence and then mention each point that is named in the explanation. There are two general divisions in the paragraph. The first one is implied; the second is stated clearly. What are these divisions? Is the more important placed first or second? Show how the details mentioned under each of these divisions are arranged in the time order.

Oral Exercise

Read the first four paragraphs of Macaulay's *History of England*. Select the topic sentence in each and show how it is developed.

Written Exercise

Develop a paragraph from one of the following topic sentences, using the selection that is given as a model. Arrange the details according to a definite order.

1. A knowledge of history is a valuable part of an education. 2. Fall is the pleasantest season of the year. 3. A high school education is a good investment. 4. Electricity has added years to our lives by saving time. 5. This has been a busy week. 6. The athletic association has been a great advantage to our school. 7. The book was very interesting. 8. He was not a good umpire. 9. Our teacher made the —— class very interesting. 10. The house had a run-down appearance. 11. The football team had been unfortunate. 12. The boy was discouraged. 13. The appearance of the room showed that its occupant was a very orderly person. 14. A knowledge of mythology is an important part of an education.

Exercise

Study the picture of the Boy Scouts and develop a paragraph from the following topic sentence:

The training that the boy scouts receive is valuable.

A SCOUT DEMONSTRATION

LESSON 3

Original Composition

Oral Exercise

Give a brief account of an incident in which you have taken part or which you saw. Think it over before coming to class. Be careful to give the details in the order in which they occurred.

While one pupil is telling his incident to the class, the others may listen and be prepared to suggest ways in which the speaker may improve his recitation. Use the following points as a basis for the suggestions.

1. Position of the speaker.
2. Tone.
3. Enunciation.
4. English.
5. Order of events.

A few topics are given. It is not necessary that you should select one of these, but they may serve to suggest something to you.

1. My first lesson in manual training. 2. Catching a mouse. 3. A plan for getting a new football. 4. A squirrel in the park. 5. Picking apples. 6. Making up a lesson. 7. At a bargain counter. 8. My first sewing lesson. 9. Selecting a summer camp. 10. My first attempt at milking a cow. 11. Climbing to the top of a lighthouse. 12. Learning to row. 13. What a puppy did. 14. How a dog showed his intelligence. 15. A hard task 16. A fire alarm. 17. Watching a newspaper bulletin during a big game. 18. Salting the cattle in a distant pasture.

Written Exercise

Write the account of the incident that you told or selected for the preceding exercise in one paragraph and bring it to class. Be sure to observe the right order.

In writing be careful to leave on the left-hand side of the paper

an even margin of five-eighths of an inch, or of a width to be designated by the teacher. The first line should be indented. It should be begun twice as far from the edge of the paper as the other lines.

Written Exercise

Write a paragraph on the subject *An Incident in my Vacation.* Select an event that interested you. Do not make simply an outline of the things that you did, but try to make the event so real that the members of the class will be as much interested in it as you are. Several pupils may read their compositions to the class, and the others may suggest ways in which the writers may improve their composition work by revision.

Note to Teacher. — Many of the errors that are made by pupils are the result of carelessness rather than of ignorance, and these errors may be corrected by the pupils themselves as well as by any one else. The girl who goes into an office as a stenographer cannot pass the letter that she has written to some one who will correct it and return it to her to be copied. She must correct her own work, or she will speedily find that she is not wanted.

The following plan has proved helpful in many schools. The teacher collects the compositions and keeps them until the next recitation when she returns the papers to the pupils who wrote them. Each pupil then goes over his composition carefully and corrects with a pencil all the errors that he can find. He underscores each error and each blot or erasure. He then marks the composition on the scale of one hundred, deducting five for each underscored word.

LESSON 4

Titles of Compositions

In general all the words in a title should begin with capital letters except the articles, prepositions, and conjunctions. The first word always begins with a capital letter.

Dictation Exercise

One pupil may go to the blackboard and write a title that is dictated by the teacher. The other pupils may watch the work,

and, if any pupil thinks there is an error, he may go to the board and correct it. This may be continued until every pupil is satisfied that the title is written correctly. As many pupils may go to the blackboard, one at a time, as the length of the recitation permits.

1. Incident of the French Camp.
2. An Adventure with a Whale.
3. The City at the Bottom of the Sea.
4. The Persian and His Three Sons.
5. The Wisdom of the Boy.
6. An Admiral of the Red Cross.
7. The Camp in the Forest.
8. The Crow and the Fox.
9. The Youth Who Died to Save a City.
10. His Songs and His Sayings.
11. The Mountain and the Squirrel.
12. The Bee and the Flower.
13. The Camp at Valley Forge.
14. The Death of the Flowers.
15. A History of the United States.
16. The Early Campaigns of the Revolution.
17. Early Explorations in the New World.
18. Trails of the West.
19. The Donkey and the Race Horse.
20. The Hunter and the Lion.

NOTE. — The subjects that are given in groups in various places in this book are not printed with capital letters, but capital letters should be used when the subjects are used as titles of compositions.

WRITTEN EXERCISE

Write ten titles that you find or make. Arrange the titles in a column as they are arranged under the dictation exercise and number each title.

LESSON 5

Original Composition

Oral Exercise

Give an account of an exciting baseball or football game. Think over the details before coming to class so that you will be prepared to arrange them in the right order. Stand in front of the class and speak to the pupils. The other members of the class may suggest ways in which the narrative may be improved.

Written Exercise

Write in one paragraph the account that you gave or were prepared to give for the preceding exercise. Remember the suggestions for improvement that were made in the oral recitations.

LESSON 6

Original Composition

Oral Exercise

Select an incident with which you are familiar, but in which you had no part. Give an aecount of it to the class. Be careful to follow the time order. A few subjects are here given. You may choose one of these or a similar one.

1. Crossing a crowded street. 2. Lost in a forest. 3. Lost in a city. 4. Story about a small child. 5. A skating accident. 6. A narrow escape from drowning. 7. An automobile that refused to start. 8. An honest boy. 9. A narrow escape. 10. An amusing incident. 11. An automobile accident. 12. An unpleasant situation. 13. Stopping a runaway horse. 14. A boy who was discharged. 15. A street incident. 16. An incident in a street car. 17. An incident during a fire. 18. A brave boy. 19. Cutting a tree. 20. Setting a telephone pole. 21. Mov-

ing a building. 22. Struck by an automobile. 23. A wreck. 24. High water. 25. Prize speaking. 26. A public parade. 27. A race.

Written Exercise

Write in one paragraph the account that you gave or were prepared to give for the preceding exercise.

LESSON 7

Making a Choice

Oral Exercise

Select one of your studies that you think is valuable and tell the class the reasons why it seems to be valuable. Mention some ways in which it may be useful to you after you leave school.

LESSON 8

An Aëroplane

Oral Exercise

Study the picture entitled *A Strange Visitor*. Tell the story suggested by it. Consult the books and periodicals in the library and be prepared to give the general plan of the construction of an aëroplane. Explain the difference between an aëroplane and a balloon. Tell about the modern uses of aëroplanes.

Written Exercise

Select one of the topics in the preceding exercise and write one paragraph about it.

A STRANGE VISITOR

LESSON 9

Proverb Study

WRITTEN EXERCISE

Write a paragraph on one of the following proverbs. Explain the meaning of the proverb as you understand it and show how it applies or may apply to your own life. Give a real or an imaginary incident that shows its application. These proverbs were written by Benjamin Franklin.

1. Lost time is never found again.
2. Little strokes fell great oaks.
3. There are no gains without pains.
4. A small leak will sink a great ship.
5. A cat in gloves catches no mice.
6. Diligence is the mother of good luck.
7. A fool and his money are soon parted.
8. A little neglect may breed great mischief.
9. It is hard for an empty bag to stand upright.
10. Experience keeps a dear school, but fools will learn at no other.

LESSON 10

Proverb Study

WRITTEN EXERCISE

Select one of the proverbs given below and explain its meaning in one paragraph. Give real or imaginary incidents that will illustrate your explanation.

1. Look before you leap.
2. Make hay while the sun shines.
3. A stitch in time saves nine.
4. A rolling stone gathers no moss.
5. The sweetest grapes hang highest.
6. Too many cooks spoil the broth.

7. Necessity is the mother of invention.
8. Industry is the parent of good fortune.
9. The morning hour has gold in its mouth.
10. The early bird catches the worm.
11. A soft answer turneth away wrath.
12. Distance lends enchantment to the view.
13. A bird in the hand is worth two in the bush.
14. It's an ill wind that blows nobody good.
15. He that would have fruit must climb the tree.

NOTE. — The proverbs may be used for several exercises at the option of the teacher.

LESSON 11

Home Interests

Write and bring to the class a paragraph upon one of the following topics that pertain to home interests. After the compositions have been handed to the teacher, they may be given orally in class.

1. Our phonograph. 2. Our automobile. 3. Our pets. 4. Our fireless cooker. 5. Our garden. 6. A mouse story. 7. Home games. 8. My favorite book. 9. Birds that we see around our homes. 10. Our rabbits. 11. Our bantams. 12. A Thanksgiving family party. 13. A Thanksgiving at my grandfather's home. 14. The hawk that caught the chickens. 15. A deer that I saw. 16. A flock of crows. 17. A fly in a cobweb. 18. A severe thunderstorm. 19. Breaking up a sitting hen. 20. A frozen water pipe. 21. Almost a fire.

LESSON 12

Current Events

Select a topic of national importance. Get all the information about it that you can and arrange your material in an orderly manner. Tell the class what you have found concerning the subject; state your own opinion about the matter, and be prepared to defend your opinion if the class disagree with you.

LESSON 13

The Correct Use of Words

Ain't

This form is sometimes used for *am not, isn't,* or *aren't.* A study of the conjugation of *am* with *not* that is given below will show that there is no such contracted form as *ain't.*

Singular	
	Contracted Form
I am not.	I'm not.
You are not.	You aren't. (Not ain't)
He is not.	He isn't. (Not ain't)
Plural	
We are not.	We aren't. (Not ain't)
You are not.	You aren't. (Not ain't)
They are not.	They aren't. (Not ain't)

Wrong: I *ain't* going home to-night.
Right: *I'm* not going home to-night.

Wrong: You *ain't* in the first division.
Right: You *aren't* in the first division.

Wrong: He *ain't* working to-day.
Right: He *isn't* working to-day.

Wrong: They *ain't* coming until to-morrow.
Right: They *aren't* coming until to-morrow.

Wrong: The books *ain't* in the library.
Right: The books *aren't* in the library.

EXERCISE

Be prepared to give a sentence containing the correct contracted form for one of the following:

1. He is not. 2. You are not. 3. They are not.

Write five sentences, each of which contains the correct contracted form of *is not.*

Write five sentences, each of which contains the correct contracted form of *are not.*

Don't

Study the following conjugation of the verb *do* with *not:*

Singular	
	Contracted Form
I do not.	I don't.
You do not.	You don't.
He does not.	He doesn't.
Plural	
We do not	We don't.
You do not.	You don't.
They do not.	They don't.

Notice that the contraction for *does not* is *doesn't.* Thus, —

He *doesn't* recite in our class.
She *doesn't* belong to our club.

Exercise

Be prepared to give a sentence containing the correct contracted form of *does not.*

Write five sentences, each of which contains the correct contraction of *does not.*

Write five sentences, each of which contains the correct contraction of *do not.*

Got Have

The form *got* is from the verb *get,* which shows action; as, *to procure, to obtain.* It does not mean *to have.* Therefore it is not correct to say *I have got a dictionary at home* when the meaning is *I have a dictionary at home.* Study the illustrations that are given below. Explain the meaning of the words in italics

nce.

Wrong: I *have got* a phonograph at home.
Right: I *have* a phonograph at home.
Right: I *got* an arithmetic at the store.
Right: I *have got* my pictures from the photographer.

Exercise

Be prepared to give a sentence, using the word *got* correctly.
Be prepared to give a sentence, using the word *have* correctly.
Be prepared to give a sentence, using the words *have got* correctly.

Write five sentences, in each of which the word *got* is used correctly.

Write five sentences, in each of which the word *have* is used correctly.

Write five sentences, in each of which the words *have got* are used correctly.

LESSON 14

Repetition of Words

You have noticed that the repetition of a word or phrase produces an unpleasant impression. Skillful writers avoid this by using other words that have the same meaning or by changing the form of the sentence.

Read each of the following selections aloud. Then read the selection aloud a second time, repeating the first word in italics instead of each succeeding word or words in italics.

Whoever examines the maps of *London* which were published towards the close of the reign of Charles the Second will see that only the nucleus of *the present capital* then existed. *The town* did not, as now, fade by imperceptible degrees into country. No long avenues of villas embowered in lilacs and laburnums extended from *the great center of wealth and civilization* almost to the boundaries of Middlesex and far into the heart of Kent and Surrey. On the south *the capital* is now connected with its

suburb by several bridges, not inferior in magnificence and solidity to the noblest work of the Caesars. THOMAS BABINGTON MACAULAY

I had come to Stratford on a poetical pilgrimage. My first visit was to the *house* where Shakespeare was born, and where, according to tradition, he was brought up to his father's craft of wool-combing. *It* is a small, mean-looking *edifice* of wood and plaster, a true nestling-place of genius, which seems to delight in hatching its offspring in by-corners.

WASHINGTON IRVING

I had now come in sight of the *house*. It is a large *building* of brick, with stone quoins, and is in the Gothic style of Queen Elizabeth's day, having been built in the first year of her reign. The exterior remains very nearly in its original state and may be considered a fair specimen of the *residence* of a wealthy country gentleman of those days.

WASHINGTON IRVING

No hero of ancient or modern days can surpass the *Indian* in his lofty contempt of death and the fortitude with which *he* sustains its cruelest infliction. Indeed, we here behold *him* rising superior to the white man in consequence of his peculiar education. The latter rushes to glorious death at the cannon's mouth; the *former* calmly contemplates its approach and triumphantly endures it amidst the varied torments of surrounding foes and the protracted agonies of fire. WASHINGTON IRVING

On a soft sunny morning in the genial month of May I made an excursion to *Windsor Castle*. *It* is a place full of storied and poetical associations. The very external aspect of *the proud old pile* is enough to inspire high thought. *It* rears its irregular old walls and massive towers like a mural crown around the brow of a lofty ridge, waves its royal banner in the clouds, and looks down with a lordly air upon the surrounding world.

WASHINGTON IRVING

EXERCISE

Read the following aloud and tell what gives an unpleasant effect.

'e and avoid what you have found to be objectionable.

1. The teacher asked the pupil to write one paragraph on one of the suggested subjects.
2. As many pupils may go to the blackboard, one at a time, as time permits.
3. The study of the dictionary is one of which one would never grow tired.
4. He would be glad to receive any income that may come from the investment.
5. The following list requires careful study. Prônounce each word carefully.
6. The sun set very quickly and without the usual brilliant red sunset.
7. In some cases two pronunciations are given, one following the other. In such cases the first is the preferred pronunciation.
8. The study of words we are now taking is very interesting. It is interesting to know the origin of the words.
9. I think the vocabulary is good because, if we find new words, we can always add them to the vocabulary that we have already.
10. Sleep was then almost impossible. Then it began to snow slowly, then falling thicker and faster.
11. The manual training department is often mentioned in school reports because it is the one department which is devoted exclusively to the boys and which appeals especially to the boys.
12. She was fourteen years old last July, but I shall have to have a card from you before I can give her a certificate.

LESSON 15

Clearness in Explanation

Oral Exercise

Each one of you has made some simple thing in which you were interested. Be prepared to tell the class how you did it. Do not select something that would require a long explanation. Stand in front of the class and use the blackboard if it will help in your explanation.

There is one simple test of such an exercise. Can a boy or girl who hears it go home and make the article by following the

explanation that is given? The details of the explanation should be arranged in the order in which they came in the work.

The other members of the class may listen to the explanation, and, after the speaker has taken his seat, may suggest improvements or may ask questions if they do not understand the explanation.

Written Exercise

Write the explanation that you gave or were prepared to give for the preceding exercise. It is not an easy task to write an explanation that shall be arranged in the right order and that shall be clear and definite.

The teacher may select two or three of the compositions that contain errors that are common to many of the papers, and he may ask the writers to copy the compositions on the blackboard before the recitation period. They should be copied exactly as they were written. During the recitation, the pupils may suggest improvements and may make the changes on the blackboard.

Note to Teacher. — Frequent exercises of this kind will be found to be helpful.

LESSON 16

Current Events

Read the editorial page of a newspaper. Select the article that interests you most and be prepared to tell the substance of it to the class. Tell why this subject is of sufficient importance to be discussed in an editorial.

LESSON 17

The Right Use of Words

You will often find when looking up a word that several meanings and uses are given. Many of these may be unusual ones, and it is for you to learn to select the meaning and the use that you think are accepted by people who use correct English.

In *Into*

Look up in a dictionary the meaning of *in* and of *into* and the difference between the meanings of the words. Use an unabridged dictionary if possible.

Be prepared to give orally or to write the meaning of each word and to explain the difference between the meanings.

Oral Exercise

Fill each blank with *in* or *into*. Be prepared to give your reason for using the word that you select.

1. The fairy held the wand —— her hand.
2. The fairy dropped a purse —— the little girl's bag.
3. We have no food —— our house.
4. Carl followed the fairy —— the green meadow.
5. The poor man lost his life —— a storm.
6. The eager children dragged the bundles —— the house.
7. He was the friend of every one —— trouble.
8. He mentioned the first name that came —— his mind.
9. The pen had been dipped —— the ink.
10. The merchant put the rockets —— his trunk.

Written Exercise

Write five sentences, in each of which the word *in* is used correctly.

Write five sentences, in each of which the word *into* is used correctly.

LESSON 18

Correlation of Work

The work in English may be correlated to advantage with the work in the practical arts. For example, when the girls in the cooking classes have learned how to make bread, in the English classes they may explain the effect of yeast and tell how to prepare and to bake bread. The pupils should make the explanations very simple and clear and should be careful to arrange them in the time order. It will be helpful if each special department will coöperate with the English department by sending to the English teacher suitable topics to be used for oral or written compositions. In this way a subject can be made the basis of lessons in both departments at the same time. It will also be helpful if the teachers in the special departments will inform the English teacher of any weak points that they find in the pupils' work that can be strengthened by the English teacher.

Oral Exercise

Select the subject with which you are most familiar and be prepared to speak upon it before the class.

Cooking. 1. Why every girl should elect cooking. 2. Meat substitutes. 3. Cooking lessons for boy scouts. 4. Food value of eggs. 5. Clean markets. 6. Marketing. 7. Value of fruit in the diet. 8. Value of well planned meals.

Manual training department. 1. Why boys should take the course in manual training. 2. Explain board measure. 3. Care of tools. 4. How to sharpen a plane. 5. Uses of the vise. 6. How to make a straightedge. 7. Advantages of hot glue. 8. Advantages of cold glue. 9. Compare staining and painting. 10. The ripsaw. 11. Sharpening tools.

School interests. 1. How our class has raised money. 2. Necessity of learning to spell. 3. Courtesy in school. 4. Errors in the use of English that I make. 5. Why I like (or do not like) examinations. 6. A poor umpire. 7. Why the flag is displayed on schoolhouses. 8. Who window? 9. School spirit. 10. Class spirit. 11. Loyalty to

our school. 12. Our class colors. 13. Why I elected algebra. 14. Why I elected French.

Cooking. Picture study. Study the picture of the domestic science room on this page. Be prepared to explain the equipment that is shown and to tell what you think the girls are making.

SCIENTIFIC COOKING

WRITTEN EXERCISE

Write one paragraph upon the topic that you gave or were prepared to give for the preceding exercise.

LESSON 19

Home and School Interests

WRITTEN EXERCISE

Write a paragraph on one of the following topics. Make subtopics and bring your outline to class on a separate sheet of paper.

Home interests. 1. A neighbor's chickens. 2. Courtesy at home. 3. Home manners and company manners. 4. Why we should be kind to animals. 5. Our flowers. 6. The first robin in spring. 7. Practicing economy. 8. Smiles. 9. Think it over. 10. Drifting. 11. Dangers from the house fly. 12. The value of good drinking water. 13. Necessity for ventilation. 14. Fresh air at night. 15. How to clean a mirror. 16. How to avoid taking cold. 17. A piano lesson. 18. Learning to play on a violin. 19. Riding on a tractor.

Sewing department. 1. Why girls should learn to sew. 2. Good taste in dress. 3. Colors in clothing. 4. Advantages of home-made garments. 5. Clothes as an indication of character. 6. How to make a seam. 7. What a sewing bag should contain. 8. Patching. 9. Darning. 10. Uses of a thimble. 11. A fancy stitch.

Cooking. 1. How to make and serve cocoa. 2. How to make fudge. 3. How to wash glassware. 4. How to bake apples. 5. How to make a fruit punch. 6. How to serve oranges. 7. How to freeze ice cream. 8. How to cook a beefsteak. 9. How to make tea. 10. How to make good coffee. 11. How to prepare grape fruit. 12. How to make coffee jelly. 13. How to make a simple dessert. 14. How to decorate a dinner table.

Commercial department. 1. Why I am taking this course. 2. Touch typewriting as a time and labor saver. 3. Pen or pencil for writing shorthand. 4. Advantages of shading. 5. Abbreviating devices. 6. Value of a knowledge of bookkeeping. 7. Spelling in the commercial department. 8. Penmanship.

LESSON 20

Clearness in Explanation

EXERCISE

Select one of the following and be prepared to explain it orally to the class or to write your explanation.

1. Why the postman wears a uniform. 2. Why the policeman wears a uniform. 3. Why the liquid in a thermometer moves up and down. 4. How to make a jack-o'-lantern. 5. How to clean windows. 6. The most important news in the morning paper. 7. How to find the north star. 8. Why we should be kind to animals. 9. Why we give Christmas presents. 10. A fireless cooker. 11. How a combined reaper and thresher does its work. 12. How raisins are cured. 13. How corn is planted on a large farm. 14. A grain elevator. 15. How to acquire a quarter section of government land.

LESSON 21

School and Other Interests

WRITTEN EXERCISE

Write a paragraph upon one of the following topics. Select the one in which you are most interested.

Cooking department. 1. Why every girl should learn to cook economically. 2. Neatness in the cooking room. 3. A good way of preparing and serving potatoes. 4. A good way of preparing and serving eggs. 5. Importance of careful measurements.

Commercial department. 1. Shorthand and typewriting as character builders. 2. Basic principles of touch typewriting. 3. Word and phrase signs as important speed factors.

Manual training department. 1. Sawing with a handsaw. 2. Working drawings. 3. How to turn a baseball bat. 4. Uses of the try-square.

Out-of-door life. 1. How to row a boat. 2. How to use snowshoes. 3. Why I am interested in football. 4. Why I am interested in basket-

ball. 5. An incident in a walk. 6. A corn roast. 7. A turkey gobbler. 8. A coyote.

Picture study. Study the picture of the manual training shop on the opposite page and tell what the boys are doing.

NOTE TO THE TEACHER. — The subjects given in this lesson may furnish material for several exercises at the option of the teacher.

LESSON 22

Current Events

Read the latest issue of a weekly news magazine like *The Outlook* or *The Independent.* Select an article and be prepared to review it for the class. Tell why this article interested you.

LESSON 23

The Right Use of Words

Des'ert *De sert'* (noun) *Des sert'*

Look up these words in a dictionary and be prepared to explain the meaning of each word and to give sentences illustrating the meaning of each.

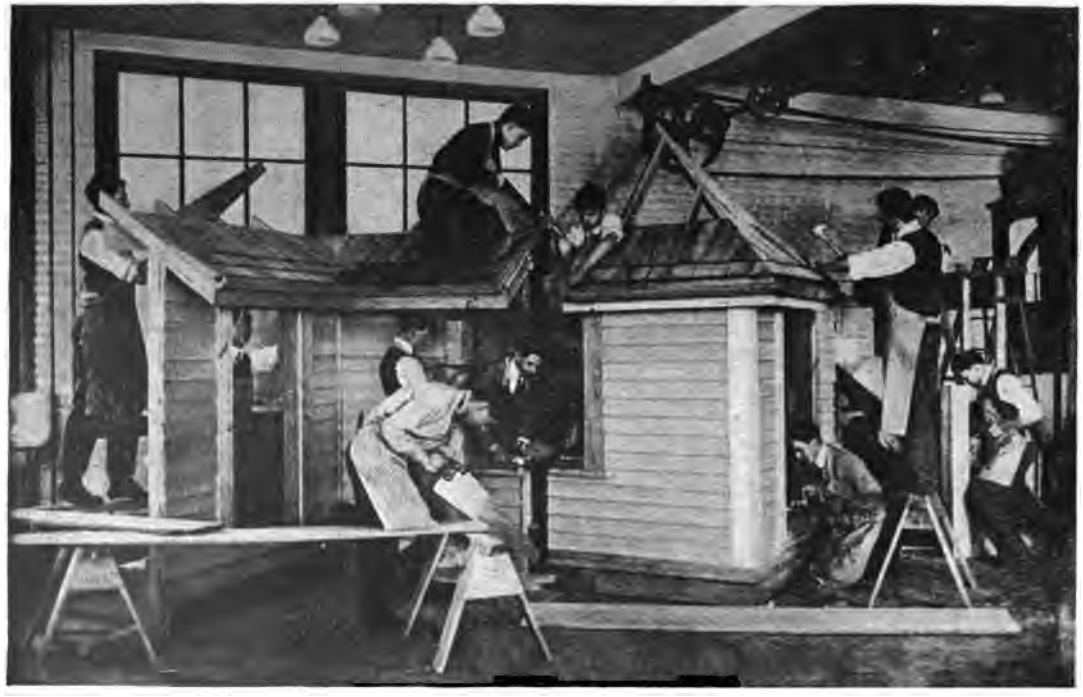
WRITTEN EXERCISE

Write ten sentences, in each of which one of the words *des'ert, de sert'* (noun), *des sert'* is used correctly. Use each word at least once.

EXERCISE

Study the following groups of words in the same manner that you did the group given at the head of this section:

1. home	house
2. laundry	launder
3. stationary	stationery
4. lose	loose
5. sooner	rather



THE MANUAL TRAINING SHOP

By courtesy of the Wentworth Institute, Boston, Mass.

CHAPTER VI

THE DICTIONARY IN USE[1]

LESSON 1

Accent and Pronunciation

NOTE. — Before studying this chapter, it will be interesting to read Learned Words and Popular Words, which is Chapter 3 in *Words and Their Ways in English Speech*, by George Lyman Kittredge and James Bradstreet. You will doubtless find the book in the library.

It will be necessary to use a dictionary constantly to learn how to pronounce words that you wish to use in speaking and how to spell words that you wish to use in writing.

In most dictionaries the pronunciation is shown by a key word which is placed directly after the word to be pronounced. The explanation of the key words is given at the bottom of the page. The marks for the long and the short sounds of the vowels are familiar to every one.

In some instances two pronunciations are given, one following the other. In such cases the first is the preferred pronunciation.

ORAL EXERCISE

The accent of a word must be carefully watched. Pronounce each word in the following list, placing the accent in the right place.

ab' so lute	cal'cu la tor	con tra dict'
ac ci den'tal	con cil'i ate	cor'du roy
at ten'tive	con'so nant	cul ti va'tion
bap tis'mal	con'tem plate	de ceit'ful ly

[1] The exercises in this book are based upon Webster's New International.

del'e gate	fan' ci ful ly	gym nas'tic
de lin'e ate	fre'quen cy	his to'ri an
el e va'tion	gen'er al ly	hor'ri ble
e nor'mous	grate'ful ly	i den'ti cal ly

Written Exercise

This exercise is designed to help you to use a dictionary intelligently. Look up four or more of the words that are given in the list and write the facts that you find in the order of the tables that are given, using the model as a guide. If there are several words in the dictionary that are the same, with the exception of the endings, it will be necessary to go back to the first word to get the pronunciation of all the syllables.

Noun	*Verb*
1. Syllables.	1. Syllables.
2. Accent.	2. Accent.
3. Pronunciation.	3. Pronunciation.
4. Spelling of plural.	4. Present and past participles.

Syllables, accent, and pronunciation may cover other parts of speech.

Note. — Webster's New International dictionary was used in preparing these exercises. If another dictionary is used, of course it will be necessary to use the marks to indicate the sounds that are given in that book.

Model:

Geometry

1. ge om'e try. (jē ŏm'ē trĭ)
2. The accent is on the second syllable.
3. The letter *j* in the key word shows that *g* is sounded like *j*. The mark over the *e* shows that it is sounded like the first *e* in the word *event*.

   The mark over the *o* shows that it has the short sound like *o* in *odd*.

The mark over the *e* shows that it is sounded like the first *e* in *event.*

The *i* with the mark of the short sound over it shows that *y* has the short sound of *i* like the *i* in *ill.*

4. The plural is *geometries.*

1. accidental
2. attentive
3. busy
4. cashier
5. collection
6. compose
7. density
8. electricity
9. gigantic
10. mortality
11. pamphlet
12. simplicity

Oral Exercise

The words in the following list are often accented incorrectly. Practice pronouncing the words until you are sure that you have mastered them. Give a sentence illustrating the use of each word. Look up unfamiliar words in the dictionary.

1. ac cli'mate
2. a cu'men
3. ad dress'
4. ad'mir able
5. al ly'
6. au to mo'bile
7. chas'tise ment
8. clem'a tis
9. com'pa ra ble
10. de co'rous
11. def'i cit
12. dis course'
13. ex'qui site
14. fi nance'
15. gon'do la
16. her cu'le an
17. ho ri'zon
18. il lus'trate
19. im'pi ous
20. in com'pa ra ble
21. in'dus try
22. in'ter est ing
23. ir rep'a ra ble
24. in quir'y
25. ly ce'um
26. mis'chie vous
27. mu se'um
28. pho tog'ra phy
29. qui e'tus
30. re search'
31. re source'
32. ro mance'
33. speed om'e ter
34. te leg'ra phy
35. trib'une
36. ve'he ment

LESSON 2

Enunciation

Syllables are often omitted in pronouncing the words in the following list. Pronounce each word, bringing out each syllable distinctly. Use the dictionary freely.

1. artistically
2. battery
3. [illegible]sterous
4. bravery
5. delivery
6. difference
7. discovery
8. eleven
9. every
10. factory
11. favorite
12. general

13. geography
14. governor
15. history
16. incendiary
17. interest
18. itinerary
19. ivory
20. laboratory
21. literally
22. machinery
23. memory
24. mystery
25. participle
26. personal
27. probably
28. reasonable
29. regular
30. restaurant
31. reverend
32. sarsaparilla
33. several
34. similar
35. temperance
36. usually

Oral Exercise

The words in the following list are often pronounced incorrectly. Pronounce each word distinctly and use it in a sentence. Use the dictionary freely.

1. across (Not a cros*t*')
2. again (Not a *gane*')
3. architect (Not ar*ch*'i tect)
4. arithmetic (Not a rith'*um* tic)
5. athlete (Not ath'*el* lete)
6. business (Not bis'*i* ness)
7. certificate (Not *sus* tif'i cate)
8. crept (Not crep)
9. debris (Not de'bri*s*)
10. drawing (Not draw'*er* ing)
11. elm (Not el'*um*)
12. film (Not fil'*um*)
13. genuine (Not gen'u *ine*)
14. gladiolus (Not gla di *o*'lus)
15. glisten (Not glis'*t*en)
16. height (Not height*h*)
17. kept (Not kep)
18. nuisance (Not nu'*i* sance)
19. often (Not of'*t*en)
20. salmon (Not sal'mon)
21. slept (Not slep)
22. soften (Not sof'*t*en)
23. sword (Not *s*word)
24. tournament (Not *ter*'na ment)

Note. — The syllables that are mispronounced or added are printed in italics.

LESSON 3

Accent and Meaning

ORAL EXERCISE

There are many pairs of words that are spelled the same but accented differently to distinguish different uses. Thus, — *con'flict* is a noun, and *con flict'* is a verb. Use each word in the following list in a sentence. Look up the words in the dictionary. Tell what part of speech each word is.

1.	ac'cent	ac cent'	11.	ob'ject	ob ject'
2.	ex'tract	ex tract'	12.	per'fume	per fume'
3.	com'pound	com pound'	13.	pres'ent	pre sent'
4.	con'flict	con flict'	14.	prod'uce	pro duce'
5.	con'test	con test'	15.	pro'test	pro test'
6.	con'tract	con tract'	16.	rec'ord	re cord'
7.	con'trast	con trast'	17.	ref'use	re fuse'
8.	con'vict	con vict'	18.	sub'ject	sub ject'
9.	in'crease	in crease'	19.	sur'vey	sur vey'
10.	in'sult	in sult'	20.	trans'fer	trans fer'

LESSON 4

Rules for Spelling

RULE I

Learn: Silent *e* at the end of a word is dropped when *-ing* is added.

love-ing = loving hate-ing = hating

NOTE. — *Singeing* and *dyeing* retain the *e* to distinguish them from *singing* and *dying*. *Hoeing*, *shoeing*, and *tingeing* also retain the *e*.

EXERCISE

Add *-ing* and spell:

1. invade	4. radiate	7. dye	10. singe
2. repulse	5. sing	8. write	11. dilute
3. confuse	6. vibrate	9. move	12. come

Written Exercise

Find twenty words that illustrate this rule. Write the words in a column, and at the right in another column write the words with *-ing* added.

Rule II

Learn: *A final consonant following a single vowel is doubled before an ending beginning with a vowel:* (1) *in words of one syllable;* (2) *In words of more than one syllable when the accent is on the last syllable.*

drop-ing = dropping
fit-ed = fitted
occur-ence = occurrence
red-en = redden
begin-er = beginner

Notes

1. A final *x* is equivalent to a double consonant. Hence the rule does not apply to words ending in *x*. Thus, —

lax-ity laxity tax-ation taxation

2. A final *w* or *y* following a vowel does not have the effect of a consonant. Hence the rule does not apply to words ending in *w* or *y*. Thus, —

sew-ing	= sewing	lay-ing	= laying
saw-ed	= sawed	say-ing	= saying
blow-er	= blower	allay-ing	= allaying
bestow-ing	= bestowing	destroy-ed	= destroyed
allow-ing	= allowing	employ-er	= employer
allow-ance	= allowance	decay-ed	= decayed

3. The letters *qu* have the effect of a consonant. Hence the rule applies to words like *quit*. Thus, —

quit-ing = quitting squab-ish = squabbish

Oral Exercise

Add *-ing* and spell. Give the reason for doubling or not doubling the final consonant.

1. begin
2. act
3. omit
4. grip
5. rip
6. encrust
7. hop
8. link
9. swim
10. control
11. cart
12. plot
13. blot
14. fashion
15. indent
16. center

Oral Exercise

Tell whether the final consonant in each of the following words is doubled or not when *-ing* is added. Tell why it is or is not doubled.

1. beat
2. bend
3. burn
4. cost
5. cut
6. eat
7. feed
8. get
9. hit
10. lead
11. let
12. meet
13. put
14. send
15. shed
16. shoot
17. sit
18. sleep
19. slit
20. flout
21. spend
22. spin
23. split
24. stand
25. sting
26. sweep
27. travel
28. trap
29. tear
30. wear
31. weep
32. hem
33. merit
34. model
35. post
36. scorn
37. transfer
38. transport
39. transplant
40. treat
41. unlimit
42. unfit
43. trump
44. trumpet
45. unwrap
46. uphold
47. upset
48. usurp
49. stamp
50. honor
51. hamper
52. command
53. murmur
54. flutter
55. win
56. wind

Written Exercise

Find twenty words in which the final consonant is doubled when *-ing* is added. Write the words in a column, and at the right in another column write the words with the endings added.

Oral Exercise

Add *-ed* and spell. Give the reason for doubling or not doubling the final consonant.

1. test
2. slip
3. amount
4. plan
5. anchor
6. rob
7. fashion
8. confer
9. answer
10. repel
11. indent
12. cram
13. report
14. omit
15. center
16. nip
17. arm
18. grip
19. assert
20. assail

Written Exercise

Find twenty words in which the final consonant is doubled when *-ed* is added. Write in columns as before.

Oral Exercise

Add *-er* and spell. Give the reason for doubling or not doubling the final consonant.

1. stop
2. cart
3. fit
4. blot
5. out
6. crawl
7. swim
8. long
9. control
10. coin
11. enchant
12. export
13. fair
14. report
15. forest
16. furnish

Written Exercise

Find ten words in which the final consonant is doubled when *-er* is added. Write the words in columns as before.

Oral Exercise

Tell whether or not the final consonant is doubled when the indicated ending is added. Tell why.

1. clan-ish
2. bag-ing
3. infer-ed
4. act-ed
5. slip-ed
6. stop-ed
7. red-ish
8. nut-ing
9. grip-ing
10. calm-ing
11. charm-ing
12. clean-ing
13. cream-y
14. crimp-ing
15. plead-ing
16. pout-ing
17. toil-er
18. train-er
19. vein-ed
20. hot-er
21. brief-er
22. revel-ed
23. abet-ed
24. defer-ed
25. prefer-ence
26. bright-en
27. brim-ing
28. burnish-ing
29. central-ize
30. center-ing
31. charter-ing
32. clear-ance
33. conceal-ing
34. corrupt-ing
35. propel-er
36. vassal-age
37. whimper-ing
38. harbor-ing
39. wit-y
40. profit-ed

41. begin-er
42. lean-ing
43. god-ess
44. occur-ence
45. tailor-ess
46. prefer-ing
47. jump-ing
48. permit-ing
49. butter-y
50. civil-ize
51. commit-al
52. control-able
53. deacon-ess
54. prophet-ic
55. shower-y
56. submit-ed
57. veneer-ed
58. abet-ing
59. absent-er
60. absorb-ed
61. abstract-ing
62. abut-er
63. accept-ance
64. accord-ance
65. accost-ing
66. acquit-ed
67. adjoin-ing
68. adopt-ion
69. affix-ing
70. alcohol-ic
71. allot-ment
72. alloy-ed
73. alter-ed
74. anger-ed
75. anneal-ed
76. annoy-ance
77. annul-ed
78. apparel-ed
79. appeal-ed
80. appoint-ing
81. armor-ial
82. array-ing
83. assay-ed
84. assent-ing
85. atom-ize
86. attain-ed
87. avail-ing
88. aver-ed
89. avow-al
90. bail-able
91. ban-ed
92. banter-ing
93. bar-ed
94. barrel-ed
95. bat-ing
96. begin-er
97. behold-ing
98. bear-er
99. bedaub-ed
100. bedew-ed
101. bedim-ed
102. beggar-ed
103. behold-er
104. belay-ed
105. benefit-ing
106. beset-ing
107. bestir-ed
108. bestrew-ed
109. bloom-ing
110. blow-ing
111. blur-ed
112. bog-y
113. bow-ing
114. box-ing
115. brag-ing
116. bray-ed
117. breed-ing
118. break-ing
119. brim-ing
120. broad-en
121. broil-ing
122. buffoon-ish
123. bulb-ous
124. button-ed
125. buy-er
126. camp-ing
127. cancel-ed
128. cancer-ous
129. cap-ed
130. capital-ize
131. carol-ed
132. carpet-ed
133. chip-ed
134. chop-ed
135. churn-ing
136. claim-ed
137. club-ed
138. clutter-ed
139. coal-ed
140. compel-ed
141. control-ing
142. crab-ed
143. cream-ed
144. crib-ing
145. crop-ing
146. crow-ing
147. dim-ed
148. vocal-ize
149. wail-ing
150. wed-ing

Rule III

When the diphthong *ei* or *ie* has the sound of long *e*, *i* comes first except when the diphthong is preceded by *c*.

Exceptions frequently used are *seize*, *neither*, and *leisure*.

An old rhyme may help in remembering this rule. It should be remembered that the rhyme applies only when the diphthong is sounded like *e* long or like *a* long.

I before *e*
Except after *c*,
Or when sounded like *a*
As in *neighbor* or *weigh.*

Exceptions: *Neither* has *leisure* to *seize* it.

ORAL EXERCISE

Spell and apply the rule or couplet to each word:

1. veil	7. conceit	13. yield	19. deceive
2. niece	8. skein	14. conceive	20. receipt
3. receive	9. besiege	15. believe	21. achieve
4. rein	10. relieve	16. perceive	22. fiend
5. field	11. shriek	17. feint	23. apiece
6. siege	12. reign	18. ceiling	24. deceit

LESSON 5

Practice in Spelling

The words in these lists are likely to be used in the written exercises of the pupils. Learn to pronounce and to spell them. If you are in doubt about the pronunciation of a word, look it up.

Cooking:

1. recipe	14. saucepan	27. digestible	40. oleomargarine
2. receipt	15. cinnamon	28. croutons	41. condiment
3. bacteria	16. allspice	29. etiquette	42. doily
4. protein	17. omelet	30. teaspoonful	43. fricassee
5. vanilla	18. sieve	31. nutritive	44. macaroon
6. coagulate	19. chocolate	32. cereal	45. pistachio
7. albumen	20. cocoanut	33. spaghetti	46. scalloped
8. ingredient	21. crystallize	34. gelatin	47. shredded
9. separate	22. pasteurize	35. assimilate	48. tapioca
10. luncheon	23. gristle	36. bouillon	49. tureen
11. macaroni	24. dredge	37. caffein	50. whey
12. sorghum	25. simmer	38. caramel	51. banana
13. mincemeat	26. knead	39. consommé	52. sanitary

Sewing:

1. lawn
2. woof
3. weave
4. notch
5. seam
6. bias
7. baste
8. shears
9. stitch
10. straight
11. voile
12. crepe
13. serge
14. veil
15. sacque
16. sheer
17. guimpe
18. tulle
19. edges
20. selvage
21. needle
22. thimble
23. emery
24. scissors
25. damask
26. ravel
27. dimity
28. poplin
29. chiffon
30. pique
31. batiste
32. taffeta
33. jaunty
34. bleached
35. hemmed
36. grosgrain
37. stiletto
38. running
39. hemming
40. trimming
41. facing
42. cocoon
43. calico
44. muslin
45. foulard
46. kimono
47. velveteen
48. trimmed
49. plaited
50. crochet
51. worsted
52. brocade
53. apparel
54. applique
55. pattern
56. placket
57. perforation
58. gingham
59. chambray
60. galatea
61. nainsook
62. charmeuse
63. messaline
64. hemstitched
65. organdie
66. embroidery
67. invisible
68. crepe de chine
69. corduroy
70. chinchilla
71. flexible
72. adjustable

Manual training:

1. edge
2. gouge
3. plane
4. birch
5. paste
6. groove
7. awl
8. wrench
9. gauge
10. lathe
11. mortise
12. bevel
13. chisel
14. tenon
15. rabbet
16. shellac
17. pliers
18. pincers
19. beading
20. mallet
21. gimlet
22. beveled
23. gluing
24. miter
25. dovetail
26. basswood
27. planing
28. circular
29. chamfer
30. reamer
31. vertical
32. cylinder
33. paneling
34. paneled
35. doweling
36. countersink
37. extension
38. moulding
39. tonguing
40. mahogany

Latin:

1. genitive
2. penult
3. masculine
4. accusative
5. nominative
6. vocabulary
7. dative
8. paradigm
9. subjunctive
10. participle
11. infinitive
12. comparative
13. apposition
14. irregular
15. syllable
16. feminine

17. ablative
18. vowel
19. phrase
20. derivatives
21. separation
22. vocative
23. neuter
24. declension
25. consonant
26. formula
27. preposition
28. indeclinable

Algebra:

1. factoring
2. principle
3. quotient
4. monomial
5. coefficient
6. exponent
7. integral
8. theorem
9. denominator
10. simultaneous
11. coördinate
12. ascending
13. symbol
14. deduction
15. identical
16. ratio
17. velocities
18. equivalent
19. verification
20. solution
21. formula
22. formulae
23. indeterminate
24. polynomial
25. verify
26. algebraic
27. approximate
28. involution
29. abbreviate
30. similar
31. numeral
32. imaginary
33. transposition
34. substitution
35. descending
36. partial
37. axiom
38. parenthesis
39. negative
40. positive
41. binomial
42. literal
43. reciprocal
44. maximum
45. integer
46. notation
47. dissimilar
48. equation
49. rationalize
50. processes
51. abscissa
52. completing
53. degree
54. surd
55. proportion
56. graph
57. homogeneous
58. trinomial
59. multiple
60. elimination
61. ordinate
62. symmetrical
63. inverse
64. radical
65. quadratic
66. simplify
67. variable
68. simplification

Arithmetic:

1. notation
2. numeration
3. arabic
4. equality
5. addenda
6. abstract
7. concrete
8. partition
9. analysis
10. composite
11. prime
12. cancellation
13. unexecuted
14. debtor
15. creditor
16. linear
17. trapezoid
18. rectangular
19. multiplicand
20. subtrahend
21. fractional
22. subtraction
23. dividend
24. analysis
25. volume
26. capacity
27. circular
28. decimal
29. cancellation
30. promissory
31. multiplication
32. million
33. tenths
34. cipher
35. column
36. reverse
37. denominate
38. minuend
39. definition
40. concrete
41. multiplier
42. partial
43. dividend
44. remainder
45. numerator
46. denominator
47. complex
48. balance
49. received
50. angle
51. avoirdupois
52. parallel
53. assessor
54. fifths
55. reduction
56. divisible

LESSON 6

Word Study

The meaning of a word is often changed by the addition of a prefix or a suffix. Thus, by the addition of the prefix *un* (meaning *not*) the word *happy* is made to mean *not happy*.

If we know the meaning of the common prefixes and the common suffixes, we are better able to understand the meaning of the words that we use in speaking and in writing.

Prefixes

Learn the meaning of the prefixes and suffixes in the following lists. Explain the illustrations that are given. Give additional illustrations.

1. *A*, with its forms *ab* and *abs*, signifies *away from*. Thus, — the word *normal* means according to an established rule or principle; that is, anything that is regular or ordinary is normal. Hence, *abnormal* means something that is *away from* the regular or ordinary. A child that is *abnormal* is different from ordinary children in some way.
2. *Ante* signifies *before*. Thus, — *anteroom* is a room before another room. *Antemeridian* means *before noon*. (*Meridian* means noon.) Hence, we have the abbreviation A.M.
3. *Circum* signifies *around*. Thus, — *circumnavigate* signifies *to navigate* or *to sail around*.
4. *Con*, with the forms *co*, *cog*, *col*, *com*, and *cor*, means *with* or *together*. Thus, — *coequal* means *equal with*.
5. *De* signifies *down* or *from*. Thus, — *debar* means *to bar from*. *Degrade* means *to grade down* or *to lower*.
6. *Dis* generally signifies *not*. Thus, — *dissimilar* means *not similar*.
7. *Inter* signifies *between*, *among*. Thus, — *interchange* means *to change between* or *among*.
8. *Non* signifies *not*. Thus, — *nonsense* means *not sense*.
9. *Per* signifies *through*, *by*. Thus, — *perchance* means *by chance*.

10. *Post* signifies *behind* or *after*. Thus, — *postmeridian* means *afternoon*. We have the abbreviation *P.M.*
11. *Pre* signifies *before*. Thus, — *prepay* means *to pay before*.
12. *Pro* signifies *before, forward, in place of*. Thus, — *pronoun* means *in place of a noun*.
13. *Re* signifies *back, again*. Thus, — *return* means *to turn back*. *Refurnish* means *to furnish again*.
14. *Sub*, with the forms *suc, suf, sug, sum, sup, sus*, signifies *under*. Thus, — *subordinate* means *under in order or rank*.
15. *Super* signifies *above, over, in excess*. Thus, — *supernatural* means *above nature*.
16. *Trans*, with the forms *tra, tran*, signifies *across, over, through*. Thus, — *transcontinental* means *across the continent*.
17. *Un* signifies *not*. When used with verbs, it signifies a reversal of an act already done. Thus, — *unroll* means *to reverse the act of rolling*.

NOTE. — When a prefix is joined to a word, the final consonant of the prefix is sometimes dropped or changed in order to avoid an unpleasant sound. Thus, — *con-equal* becomes *coequal*.

SUFFIXES

1. *-able* signifies *able to be*. Thus, — *companionable* means *able to be a companion*.
2. *-age* signifies *act of, thing done*. Thus, — *passage* means *act of passing*.
3. *-dom* signifies *condition of*. Thus, — *freedom* means *condition of being free*.
4. *-er* signifies *one who*. Thus, — a *teacher* is *one who teaches*.
5. *-ful* signifies *full of*. Thus, — *sorrowful* means *full of sorrow*.
6. *-less* signifies *without*. Thus, — *faithless* means *without faith*.
7. *-ness* signifies *state or quality of being*. Thus, — *happiness* means the *state of being happy*.
8. *-or* signifies *one who*. Thus, — *actor* means *one who acts*.
9. *-ous* signifies *full of*. Thus, — *joyous* means *full of joy*.
10. *-some* signifies *full of, causing*. Thus, — *troublesome* means *causing trouble*.

NOTE. — There are many suffixes, and only a few of those most frequently used are given in this list.

Oral Exercise

Mention the prefix in each word. Give the meaning of the prefix and give the meaning of the compound.

1. incapable
2. dishonest
3. impossible
4. independent
5. unbalance
6. inaccurate
7. unfinished
8. disloyal
9. disobedient
10. demerit
11. postgraduate
12. precaution

Oral Exercise

Mention the suffix in each word. Give the meaning of the suffix and give the meaning of the compound.

1. courageous
2. reproachful
3. allowable
4. firmness
5. gladness
6. curable
7. toilsome
8. collector
9. martyrdom
10. hopeless
11. careful
12. trainer

LESSON 7

Derivation of Words

Many of the words in our language are derived from the Latin. The same Latin root (simple form of the word) often appears in several English words. Thus, — the Latin form *fer* (from *fero*), which means *to bear, to carry, to bring*, helps to form several English words. Thus, —

Trans + fer = to bear across.
Con + fer = to bring together.
De + fer = to bear from or to put off.
Pre + fer = to bear or to place before.
Sub + fer (suffer) = to bear under.
Circum + fer (circumference) = to carry around.

Oral Exercise

Mention each part of each of the following words derived from the Latin forms. Tell the meaning of each part and give the mean-

ing of the compound. Name other words formed from the compound. The literal meaning is often slightly changed. Prefixes or suffixes that are not given in this book may be looked up in a dictionary.

1. The Latin form *act* (from *actum*) means *to drive, to do, to act.*
   Words: *actor, overact, counteract, transact.*
2. The Latin form *mit* (from *mitto*) means *to send, to let go.*
   Words: *admit, emit, intermit, permit, remit, submit, transmit.*
3. The Latin form *pel* (from *pello*) means *to drive.*
   Words: *compel, dispel, expel, impel, propel, repel.*
4. The Latin form *ped* (from *pes, pedis*) means the *foot.*
   Words: *pedal, biped, centiped, impede, quadruped.*
5. The Latin form *positum* means *to place.*
   Words: *compose, deposit, expose, impose, interpose, oppose, preposition, propose, suppose, transpose.*
6. The Latin form *port* (from *porto*) means *to carry.*
   Words: *portable, porter, deportment, export, import, report, support, transport* (verb).
7. The Latin form *scrib* (from *scribo*) means *to write.*
   Words: *scribe, scribble, ascribe, circumscribe, describe, inscribe, prescribe, subscribe, transcribe.*
8. The Latin form *tend* (from *tendo*) means *to stretch.*
   Words: *attend, contend, extend, intend, pretend, superintend.*
9. The Latin form *tract* (from *traho, tractum*) means *to draw.*
   Words: *abstract, contract, detract, extract, retract, subtract.*

The words that have been given are but a small number of the words that are derived from the Latin. These are given to show how words are made in order that one may better understand how to use a dictionary.

The following plan of studying the meaning of words and their compounds may be convenient. It will be understood readily from the illustrations. The principal part of the word may be called the *stem* or *root.* Note that the sentences at the end of the following exercises use in other words the prefix, the suffix, and the stem. The literal meaning is not always exactly the same as the commonly accepted meaning.

The clerk transacted the business.

transact

Stem *act* = to drive, to do.
Prefix *trans* = across, through.
Compound *transact* = to drive through.

The truckman *trans*ferred the baggage.
He was *act*uated by good motives.

The merchant will remit the amount of the bill.

remit

Stem *mit* = send.
Prefix *re* = back.
Compound *remit* = to send back.

The matter was *re*ferred to the committee.
The ticket will ad*mit* to the concert.

The man was a good actor.

actor

Stem *act* = to drive, to do.
Suffix *or* = one who.
Compound *actor* = one who does or acts.

The company purchased a new trac*tor*.
The man *act*ed dishonestly.

LESSON 8

Autobiography of a Word

Writing the autobiography of a word is an interesting way of combining the study of the dictionary with composition work. This outline may be used:

1. The word.
2. The quotation from which the word was taken.

3. The autobiography.
   Derivation.
   Meaning.
   Interesting facts.
   Relatives.

The following composition, written by a first-year pupil, is not offered as a model, but as an illustration to show the kind of work that may be done.

Consistent

"Caesar granted to each community the right to manage its own affairs so far as this was *consistent* with Roman supremacy."

I am a Latin word, made up of *con*, meaning *with* or *together*, and *sisto*, meaning *to stand*. I mean *having agreement with itself*, or *harmonious*.

I was carried to different countries by lawyers, orators, and sometimes by merchants. All people used me in their speech, causing me to travel about a great deal. Great men used me in their writings. Macaulay wrote:

"It was utterly impossible to be at once a consistent Quaker and a conspirator."

I am only one of a large family. Some of my relatives are *consist*, *consistence*, *consistency*, and *consistory*.

LESSON 9

Syllabication

If there is not room for the whole of a word of two or more syllables at the end of a line that we are writing, a part of the word may be put on the next line. A hyphen should be placed after the first part of the word. Thus, —

Try to exchange the places of the para-
graphs.

Whenever it is necessary to divide a word of two or more syllables at the end of a line, make the separation between syllables. There is no general principle for determining what are the

syllables of any given word. In many cases it is possible to judge by the sound of the syllables as you pronounce the word. When you do not remember the syllables and cannot determine them by the sound, the only safe way is to consult a dictionary.

The following rules will help you to avoid errors in writing:

1. A word of one syllable should not be divided.

Wrong: In the senior class there is a stron-
g football team.
Right: In the senior class there is a strong
football team.

Wrong: The number of pupils in the class is sm-
all for a school of this size.
Right: The number of pupils in the class is
small for a school of this size.

2. A syllable of one letter should not be divided from the rest of the word.

Wrong: In the forests there were man-
y tall pines.
Right: In the forests there were many tall pines.

Wrong: A small boat was seen drifting a-
bout the harbor.
Right: A small boat was seen drifting about the harbor.

NOTE. — In many cases a sense of fitness will govern the point at which the division should be made. It is more natural to write *straw-berry* than *strawber-ry*. *In-accurate* seems better than *inac-curate*.

WRITTEN EXERCISE

Copy the following words and indicate by a dash the point at which they should be divided. Underline the words that should not be divided.

1. apart	6. assist	11. incorrupt	16. blackberry
2. arrow	7. marked	12. measure	17. drought
3. length	8. preach	13. singular	18. awake
4. obey	9. sticky	14. industry	19. drowned
5. pumpkin	10. summon	15. pudding	20. apparatus

CHAPTER VII

PARAGRAPHS DEVELOPED AND CONNECTED

LESSON 1

Divisions

EXAMINE any history or similar book. Notice that the book is divided into *chapters*. Each chapter treats of a general subject, which is announced at the beginning of the chapter and in some books at the head of each right-hand page. Notice that each chapter is divided into short sections called *paragraphs*, and that each paragraph tells about one part or division of the subject of the chapter. The paragraphs are divided into sentences. Punctuation marks are used to divide the sentences into still smaller parts.

These divisions are made that the book may be read easily, and that the meaning of each part may be clearly understood.

ORAL EXERCISE

In a history or a similar book select a page that contains two or three paragraphs of average length.

What is the title of the book?

Where is the "title page"?

Read the title page.

What is on the page following the title page? Explain what it means.

What is the subject of the chapter that includes the designated page?

Where did you find the subject of the chapter?

How many paragraphs are there on the page?

How can you find where each paragraph begins?

Why is the first line in each paragraph indented?

Read the first paragraph. What is the subject of the paragraph?

Is there any one sentence that gives the subject or topic of the paragraph? Read the sentence.

How can you find the beginning and the end of each sentence?

What marks the beginning of every complete sentence?

What marks the end?

How many marks of punctuation are there in the first sentence, including the one at the end?

Find a sentence in which there are several punctuation marks. Name each mark.

Read the sentence without regarding the punctuation marks and see if the meaning is clear.

Study other sentences in the paragraph in the same way.

Study each of the other paragraphs as a whole and then study the sentences that it includes.

LESSON 2

The Paragraph

In school work we shall not consider the chapter because our exercises are so short that it is not necessary to divide them into chapters. The paragraph is the longest division that we shall need to study.

Before you begin to make paragraphs for yourselves, it will be helpful to study selections in which the paragraphs are correctly made.

Oral Exercise

Read the following selection before coming to class. Do not try to learn it, but get the substance of the story. One pupil may give the first paragraph, another pupil may give the second paragraph, and a third pupil may take the third paragraph. Be careful to give under each topic the details that belong to that

paragraph. As many pupils as time permits may tell the story. The topics of the paragraphs may be written on the blackboard in the form of an outline.

THE LEAP

There we stood, side by side, upon a small rock slippery with spray, a far broad leap in front of us, and the river dinning upon all sides. When I saw where I was, there came upon me a deadly sickness of fear, and I put my hand over my eyes. Alan took me and shook me. I saw he was speaking, but the roaring of the falls and the trouble of my mind prevented me from hearing; only I saw that his face was red with anger, and that he stamped upon the rock. The same look showed me the water raging by and the mist hanging in the air, and with that I covered my eyes again and shuddered.

The next moment Alan put his hands to his mouth and his mouth to my ear and shouted, "Hang or drown!" and, turning his back upon me, leaped over to the farther branch of the stream and landed safe.

I was now alone upon the rock, which gave me more room. I had this good example fresh before me and just wit enough to see that, if I did not leap at once, I never should leap at all. I bent low upon my knees and flung myself forth with that kind of anger and despair that sometimes stood me instead of courage. Sure enough, it was but my hands that reached the full length; these slipped, caught again, slipped again; and I was sliddering back into the lin when Alan seized me, first by the hair, then by the collar, and with a great strain dragged me into safety.

From *Kidnapped*, by R. L. STEVENSON

OUTLINE

1. On the rock.
2. Alan's leap.
3. My leap.

WRITTEN EXERCISE

Write the story in class, using the outline on the blackboard as a guide.

NOTE TO TEACHER. — In this and in the following exercises the importance of the paragraph should be emphasized, and the pupils should be required to

stick to the topic in telling or in writing narratives, descriptions, stories, or other exercises. This is the only way in which pupils can be taught to group what they are saying or writing around definite topics and to make the division between paragraphs sharp and clear-cut.

If one pupil gives the first paragraph, and another the second, and so on through the exercise, the limits of the paragraphs are brought out more distinctly than if one pupil gives several paragraphs.

LESSON 3

Outline Study

It is sometimes helpful to make sub-topics under each paragraph topic, especially when the paragraphs are long.

Oral Exercise

Read the following selection and be prepared to tell the story by paragraphs, using the outline as a guide. The outline may be put on the blackboard.

While a pupil is telling a paragraph, the other pupils should watch to see if the speaker puts under one topic details that belong under another topic.

THE ESCAPE

Gerard was taken up several flights of stairs and thrust into a small room, lighted only by a narrow window with a vertical iron bar. Imprisonment in that age was one of the highroads to death for it implied cold, unbroken solitude, torture, starvation, and often poison. As the sun declined, Gerard's heart too sank and sank; with the waning light even the embers of hope went out. He sat upon his chest, his arms and his head drooping before him, a picture of despondency.

Suddenly something struck the wall of the room behind him and rattled at his feet. It was an arrow. Attached to the arrow was a skein of silk, and on the arrow were written words telling him what to do.

He undid the silk rapidly but carefully and made one end fast to his knife and lowered it until it ceased to draw. Then he pulled the silk carefully up. At last he came to a large knot, and by that knot a large

whip cord was attached to the silk. "Draw up, Gerard, till you see liberty," a voice came up to him, low but clear. At the word Gerard drew the whip cord up until he came to another knot and found a cord of some thickness. He had no sooner begun to draw this up than he found that he had a heavy weight to deal with. He pulled and pulled, and at last, looking down, he saw in the moonlight, as it were, a great snake coming up to him out of the deep shadow. And, lo, a stout new rope touched his hand. He dragged the end into his prison and instantly passed it through both handles of the chest and knotted it firmly.

He now mounted the chest and put his foot through the window and sat half in and half out. Holding the rope with both hands, he worked it in between the soles of his feet and kept it there tight. He clenched his teeth, nipped the rope tight with his feet, and went down slowly hand over hand.

Adapted from CHARLES READE

OUTLINE

1. Introduction.
   - Place.
   - Meaning of imprisonment.
   - Gerard's state of mind.
2. The arrow.
   - Its coming.
   - What it brought.
3. Preparing for the escape.
   - The silk.
   - The whip cord.
   - The thicker cord.
   - The new rope.
4. The escape.
   - The start.
   - The descent.

WRITTEN EXERCISE

Write the story in class, using the outline as a guide.

LESSON 4

Outline Study

Read the following selection and be prepared to tell it by paragraphs, using the outline as a guide.

DANIEL WEBSTER AT SCHOOL

When Webster first entered Phillips Academy at Exeter, he was made the butt of ridicule by some of the pupils because of his unpolished country-like appearance and the fact that he was placed at the foot of the class. This treatment touched his keen sensibility, and he spoke of it with regret to the friends with whom he boarded. They informed him that the place assigned to him in the class was according to the standing regulations of the school, and that by diligence he could rise above it. They also advised him to take no notice of the laughter of the city boys; for, after a while, they would become tired of teasing. The assistant tutor, Mr. Emery, was informed of the treatment which Webster was receiving. Mr. Emery, therefore, treated his pupil with special consideration, told him to care for nothing but his books, and predicted that all would end well. This kindness had the desired effect. Webster applied himself with increased diligence and with marked success.

At the end of the first quarter the assistant tutor called up the class in their usual order. He then walked to the foot of the class, took Webster by the arm, and marched him in front of the class to the head, and, as he placed him there, he said, "Sir, this is your proper place." This practical rebuke made those who had delighted to ridicule the country boy feel mortified and chagrined. He had outstripped them.

This incident greatly stimulated the successful student. He applied himself with his accustomed industry and looked forward with some anxiety to the end of the second term, to see whether he would be able to retain his rank in the class.

Weeks slowly passed away; the end of the term arrived, and the class was again summoned to be newly arranged according to their scholarship and deportment as shown during the preceding term. While they were all standing in silence and suspense, their teacher, Mr. Emery, said, fixing his eye at the same time upon the country boy, "Daniel Webster, gather up your books and take down your cap." Not understanding the

design of such an order, Daniel complied with troubled feelings. He knew not but that he was about to be expelled from the school for his dullness. His teacher perceived the expression of sadness upon his countenance but soon dispelled it by saying, "Now, sir, you will please pass into another room and join a higher class; and you, young gentlemen," — addressing the other pupils — "will take an affectionate leave of your classmate, for, as a classmate, you will never see him again."

It would be interesting to know who those city boys were that made the young rustic an object of sport. What have they come to? What have they accomplished? Who has heard of the fame of their attainments? Boys and girls should be careful how they laugh at a classmate because of his unpolished manners or coarse raiment. Under that rough exterior may be concealed talents that will move a nation and dazzle a world.

BANVARD

OUTLINE

1. Webster's reception at Exeter.
   - Treatment by other pupils.
   - Position in the class.
   - Effect of these things upon him.
   - Kindness of friends.
   - Assistant tutor's kindness.
2. The first promotion.
   - Method.
   - Effect upon the boys.
3. Effect of promotion upon Webster.
4. The second promotion.
   - Method.
   - Webster's feelings.
   - What the teacher said.
5. Conclusion.

LESSON 5

Outline Study

Read the following selection:

THE MOUND BUILDERS

In the states south of the Great Lakes there are a great many artificial mounds. They differ much in size, some being insignificant mounds a few yards in diameter, while others are huge earthworks like the one in

Ohio called Fort Ancient, the embankments of which extend nearly three miles in a straight line, or like the Cahokia Mound in Illinois just across the river from St. Louis, which is one hundred feet high and covers about sixteen acres.

The mounds vary as much in shape as they do in size. Some are almost conical with steep sides, some are oval or rectangular with gently sloping sides, and some are mere terraces of earth. Others may be mentioned which are not properly to be classed with mounds at all. They are simply figures in relief of animals and birds, made by banking up the earth in such a way as to form rude outline effigies.

When questioned as to their origin and use, the Indians are said to have professed utter ignorance. The mounds were in the country when they came, they said, but when and by whom and for what purpose they were made they did not know. So these ancient monuments came to be regarded as connected with a race different from the Indian, who had previously occupied the country and for some mysterious reason had left it.

But within recent years another and very different opinion respecting the mounds and their builders has gained ground until it has nearly supplanted the old one. This is that there is nothing so very mysterious about them at all. As students came to study historical records a little more closely, it was found that not only did certain of the Indian tribes know much about the mounds, but that they were the actual builders of some of them. Moreover, when some of the mounds were dug into and objects of European manufacture found far beneath the surface, it became evident that these must have been built since Columbus made his mistake and called our aborigines Indians because he supposed he had landed on the shores of India.

At present it is held that many of the mounds were built by the tribes which were found in possession of the country when it was discovered by Columbus, and that the older mounds about which Indian tradition was silent were simply those which were raised long ago by the ancestors of the present tribes; in short, that all the mounds are Indian mounds, and that to acquire a knowledge of their uses and the meaning of their contents we must study Indian habits and customs. To interpret these habits and customs correctly is to read the riddle of the mounds.

It was soon found that a very large number of mounds were simple burial-places. While the notions held by our Indians respecting a future

state agreed in a general way, there were yet many minor differences. All seem to have believed that the existence of the individual did not cease with death, but that there was another life more or less closely resembling the present one. According to Indian ideas the present body was closely connected with this future existence, and all tribes paid great attention to the proper burial of their dead. Many tribes burned the bodies as did the old Greeks and Romans. Some deposited them upon scaffolds out of the way of wild animals, others laid them carefully away in caves, while still others buried them in the ground.

After much ceremony and doubtless with much lamentation and many tears — for savages are very demonstrative in their grief — the body was placed on the ground or upon a terrace of clay. Around it was gathered the property of the deceased, especially those articles which were considered useful in his after life, such as a water-vessel or two, some food, paint for decorating the body, and so on. A fire was then built over the whole, and, after it had burned long and fiercely, earth was brought in baskets and heaped over all. Thus the heap of earth above it served two purposes: to protect the remains, and as a monument. Doubtless the richer and more distinguished the deceased, the larger and more imposing the mound.

Youth's Companion (Abridged)

OUTLINE

Introduction.	Location of mounds. Size of mounds.
Description.	Shape. Figures.
Origin.	What the Indian said. How regarded.
Recent discoveries.	Change in opinion. The Indians. Objects found. Made when.
Present opinion.	Made by whom. May be interpreted how.
Burial places.	Belief of Indians. Connection of present body. Methods of burial.

Burial.
- Ceremony.
- Property of deceased.
- Fire and earth covering.
- Purposes of covering.

Oral Exercise

Let these topics and sub-topics be written on the blackboard. Then, with books closed, let a pupil give the substance of the first paragraph, using the outline as a guide. Another pupil may give the second paragraph and so on through the selection.

Now study the paragraphs and explain why they are arranged in the order that they are. Change the order of the third and the fourth paragraphs and read the selection. Is the change an improvement or not? Why? Explain why the third paragraph is put before the fourth.

Notice that the first paragraph is an introduction in which the author explains the subject so that we can understand the description that follows.

Notice that the order in which the other paragraphs are arranged is the order in which the events occurred.

Notice that one sentence in nearly every paragraph gives the subject or topic of the paragraph. Very often this is the first sentence. Read the selection and mention the sentence in each paragraph that gives the topic.

A sentence that gives the topic of the paragraph is called a *topic sentence.*

Oral Exercise

With books closed let one pupil give the first paragraph, another the second, and so on, as an *oral composition,* following the outline upon the board. As many pupils may do this as time permits.

Oral Exercise [1]

Read the selection from the beginning. Mention each capital letter and each mark of punctuation and tell why it is used.

[1] This exercise cannot be used if the pupils have not studied the lessons on punctuation.

LESSON 6

Outline Making

EXERCISE

Read the following description of an Eskimo hut and prepare an outline under the guidance of the teacher.

AN ESKIMO HUT

On the slope fifty yards from the beach and in the midst of rocks and boulders stood the settlement, — two stone huts twenty yards apart! The huts were in shape much like an old-fashioned country clay oven, square in front, and sloping back into the hill.

To get inside I was obliged to crawl on my hands and knees through a covered passage about twelve feet long. After making two or three turns, I observed a bright light streaming down through a hole into which I elevated my body.

The whole interior was about ten feet in diameter and five and a half feet high. The walls were made of stones, moss, and the bones of whale and other animals. The walls were not arched, but they were drawn in gradually from the foundations and were capped by long slabs of slate stone stretching from side to side. They were lined with seal or fox skin stretched to dry. In the cracks between the stones were thrust whip-stocks and bone pegs on which hung coils of harpoon lines.

The floor was covered with thin flat stones. Half of this floor at the back part of the hut was elevated a foot. This elevation was called "breck," and it served both as bed and seat, being covered with dry grass over which were spread bear and dog skins. At the corners in front were similar elevations.

The front of the hut was square, and through it, above the passage-way, opened a window. A square sheet of strips of dried intestines sewed together admitted the light.

There were lamps made of soapstone. In shape they resembled a clam shell, being eight inches in diameter. The cavity was filled with oil, and on the straight edge a flame was burning quite brilliantly. The wick which supplied fuel to the flame was of moss.

The air of the place was insufferable except for a short time. The half-decomposed scraps of fur, fat, and flesh, which lay upon the floor and "breck" or were heaped in the corners; the poisonous multiplicity of breathing lungs; the steam which rose from the heated bodies of the inmates; and the smoke of the lamps altogether created an atmosphere which was almost stifling.

From *An Arctic Boat Journey* by ISAAC I. HAYES
(published by Houghton Mifflin Co.)

WRITTEN EXERCISE

Write the description with books closed, using the outline as a guide. The exercise may be written in class at the option of the teacher.

LESSON 7

Outline Making

Study the following selection:

A BLIZZARD ON THE PRAIRIE

A blizzard on the prairie corresponds to a storm at sea; it never affects the traveler twice alike. Each norther seems to have a manner of attack all its own. One storm may be short, sharp, high-keyed, and malevolent; while another approaches slowly, relentlessly, wearing out the souls of its victims by its inexorable and long-continued cold and gloom. One threatens for hours before it comes; the other leaps like a tiger upon the defenseless settlement, catching the children unhoused, the men unprepared, — of this character was the first blizzard Lincoln ever saw.

The day was warm and sunny. The eaves dripped musically, and the icicles dropping from the roof fell occasionally with pleasant crash. The snow grew slushy, and the bells of wood teams jingled merrily all the forenoon as the farmers drove to their timber lands five or six miles away. The room was uncomfortably warm at times, and the master opened the outside door. It was the eighth day of January. During the afternoon recess, as the boys were playing in their shirt-sleeves, Lincoln called Milton's attention to a great cloud rising in the west and north. A vast,

slaty-blue, seamless dome, silent, portentous, with edges of silvery frosty light.

When Lincoln set out for home, the sun was still shining, but the edge of the cloud had crept, or more properly slid, across the sun's disk, and its light was growing cold and pale. In fifteen minutes more the wind from the south ceased — there was a moment of breathless pause, and then, borne on the wings of the north wind, the streaming clouds of soft, large flakes of snow drove in a level line over the homeward-bound scholars, sticking to their clothing and faces and melting rapidly. It was not yet cold enough to freeze, though the wind was colder. The growing darkness troubled Lincoln most.

By the time he reached home, the wind was a gale, the snow a vast blinding cloud, filling the air and hiding the road. Darkness came on instantly, and the wind increased in power as though with the momentum of the snow. Mr. Stewart came home early, yet the breasts of his horses were already sheathed in snow. Other teamsters passed, breasting the storm, and calling cheerily to their horses. One team containing a woman and two men, neighbors living seven miles north, gave up the contest and turned in at the gate for shelter, confident that they would be able to go on in the morning. In the barn, while rubbing the ice from their horses, the men joked and told stories in a jovial spirit with the feeling generally that all would be well by daylight. The boys made merry also, singing songs, popping corn, playing games, in defiance of the storm.

But, when they went to bed at ten o'clock, Lincoln felt some vague premonition of a dread disturbance of nature far beyond any other experience in his short life. The wind howled like ten thousand tigers, and the cold grew more and more intense. The wind seemed to drive in and through the frail tenement; water and food began to freeze within ten feet of the fire.

Lincoln thought the wind at that hour had attained its utmost fury, but, when he awoke in the morning, he saw how mistaken he had been. He crept to the fire, appalled by the steady, solemn, implacable clamor of the storm. It was like the roarings of all the lions in Africa, the hissing of a wilderness of serpents, the lashing of great trees. It benumbed his thinking; it appalled his heart beyond any other force he had ever known.

The house shook and snapped; the snow beat against the walls or swirled and lashed upon the roof, giving rise to strange sounds, now dim

and far, now near and all-surrounding, producing an effect of mystery and infinite reach as though the cabin were a helpless boat tossing on an angry limitless sea.

Looking out, there was nothing to be seen but the lashing of the wind and snow. When the men attempted to face it to go to the rescue of the cattle, they found the air filled with fine, powdery snow mixed with the dirt caught up from the plowed fields by a terrific blast moving ninety miles an hour. It was impossible to see twenty feet except at long intervals. Lincoln could not see at all when facing the storm. When he stepped into the wind, his face was coated with ice and dirt as by a dash of mud — a mask which blinded the eyes and instantly froze to his cheeks. Such was the power of the wind that he could not breathe an instant unprotected. His mouth being once open, it was impossible to draw breath again without turning from the wind.

The day was spent in keeping warm and in feeding the stock at the barn, which Mr. Stewart reached by desperate dashes during the momentary clearing of the air following some more than usually strong gust. Lincoln attempted to water the horses from the pump, but the wind blew the water out of the pail. So cold had the wind become that a dipperful, thrown into the air, fell as ice. In the house it became more and more difficult to remain cheerful, notwithstanding the family had fuel and food in abundance.

HAMLIN GARLAND (by permission of Charles Scribner's Sons)

WRITTEN EXERCISE

Make an outline of the selection and bring it to class. Under the guidance of the teacher prepare an outline to be put on the blackboard. Then tell the story, using the outline as a guide.

LESSON 8

Outlines in Use

WRITTEN EXERCISE

Select either of the following outlines and write a composition, using the outline as a guide.

GROWING ————

1. Preparations for planting seeds.
   - Time.
   - Place.
   - Soil.
2. Planting seeds.
   - Depth.
   - Number of seeds.
   - Distance apart.
   - Covering.
3. Care of young plants.
   - Watering.
   - Transplanting.
   - Thinning plants.
   - Weeding.
   - Stirring surface soil.
4. Uses of product.

OUR CLASSROOM

1. Introduction.
   - Location.
   - Size.
   - Shape.
2. The room.
   - Arrangement of furniture.
   - Blackboards.
   - Method of lighting.
   - Books and bookcases.
3. Decorations.
   - Pictures.
   - Flowers.
4. Conclusion.
   - How it differs from other classrooms.

Exercise

A Football Game

Study the picture entitled *The Kick-off* and be prepared to give your composition orally or to write it, using the outline as a guide.

1. Introduction.
   - Location if known.
   - Prominence of game.
   - The grounds.
   - The crowd.
   - Cause of dark shadow.
2. The play.
   - Position of each team.
   - Position of ball.
   - What one player will do.
3. What next.
   - What each side will try to do.

Exercise

Read the account of a football game at Rugby given in *Tom Brown's School Days*, by Thomas Hughes. Use the following outline for an oral or a written composition.

1. Introduction.
2. Account of game.
3. How it differed from football as played to-day.

Oral Exercise

Read a good translation of Book V of Virgil's *Aeneid*. Write a composition of three paragraphs. (1) Give an account of one of the contests. (2) Compare the sports of the ancients with those of to-day. (3) Do you find the same spirit of rivalry, of fair play, and of sportmanship that one finds in sports to-day?

© Photograph by Underwood & Underwood, N.Y.

THE KICK-OFF

ORAL EXERCISE

Be prepared to give an account of one of the contests mentioned in this or in the preceding exercise as a spectator or as a participant.

LESSON 9

Original Composition with Outline

ORAL EXERCISE

Read again the description of the prairie blizzard on page 116. Bring to class paragraph topics with sub-topics and be prepared to describe a severe storm that you have seen.

LESSON 10

Original Compositions

EXERCISE

Select one of the following subjects and study it carefully. Make sub-topics for the paragraphs and bring your outline to class. Be prepared to give your composition orally or to write it.

The First Thanksgiving Day

1. Why the day was appointed.
2. Account of the feast.

Christmas Day

1. Origin of Christmas.
2. How the day is observed in my home.

Our Football Field

1. Location and surroundings.
2. Description.

LESSON 11

Original Compositions

EXERCISE

Select one of the following subjects. Add sub-topics to the paragraph topics and bring your outline to class. Be prepared to give your composition orally or to write it.

Sewing. (*Manual Training. Cooking*)

1. Reasons for teaching ——.
2. How —— is taught in our school.

Athletics

1. Different forms of athletics.
2. Athletics in our school.

Our Class Meeting

1. Why we had a class meeting.
2. Account of the meeting.

Moving Pictures

1. What they are.
2. Description of a favorite reel.

A Forest Ranger

1. Duties of a ranger.
2. Story of one ranger.

LESSON 12

Original Compositions

WRITTEN EXERCISE

Select one of the following subjects. When you have studied it carefully and have made sub-topics to the paragraph topics, write the composition.

Gluing (*Manual training*)

1. Preparation of wood.
2. Preparation of glue.
3. Putting the parts together.

Kinds of Flour (*Cooking*)

1. Why different kinds are used.
2. Bread flour.
3. Pastry flour.

Patterns (*Sewing*)

1. Kinds of patterns.
2. How to use them.

A Ride on an Aëroplane (*Imaginative*)

1. When and where.
2. The ride.

Irrigation on One Farm

1. The system.
2. Results.

EXERCISE

Select one of the subjects given below and make a careful study of it. Be prepared to give your composition orally or to write it.

Forestry

1. The purpose of forestry.
2. Recent growth in importance.
3. Why supported by the United States government.

Irrigation

1. The purpose of irrigation.
2. How the cost is paid.
3. Financial return on investment.

Exercise

Select one of the topics given under *A Breakfast* and be prepared to talk upon it before the class or to write a composition. The sub-topics for each topic may be:

Where produced.
How produced.
Food value.

Note. — Topics may be assigned to pupils so that each article of the breakfast will be presented by at least one pupil.

A Breakfast

1. Grapefruit.
2. Wheat cereal.
3. Sugar.
4. Fish cakes.
5. Beef steak.
6. Rolls.
7. Butter.
8. Coffee.

Exercise

The Printing Department

Be prepared to talk or to write upon this subject. Use the outline. This exercise may be omitted in schools that do not have a printing department.

1. Why printing is taught in schools.
2. Describe the equipment shown in the picture.
3. Brief description of your own printing department.

By courtesy American Type Founders Company

PRINTING DEPARTMENT
Pre-Vocational School, Louisville, Kentucky

LESSON 13

Criticism

Be prepared to criticize the following compositions written by first-year high school pupils.

THE YEAST PLANT

The yeast plant is a very small plant composed of one cell. It is so small that one cannot see it without looking through a miscroscope. It is found in the air and in fruits, especially on the skins of decayed fruits.

The plant grows by budding. One cell grows from another. The temperature required for the growth is 90° F. 130° F. kills the plant, and a freezing temperature stops it from growing.

When flour, water, and yeast are mixed and set in a warm place, the yeast acts upon the starch, changing a part of it to sugar. The sugar is acted upon by the yeast and is broken up into alcohol and carbon dioxide. Most of the alcohol is evaporated, but the carbon dioxide remains in the dough, making it rise and also making it light.

BREAD

The ingredients of bread are as follows, — liquid, flour, shortening, sugar, salt, and yeast.

The liquid may be either milk or water. Milk is more nourishing than water, but water is cheaper. Bread may be made of white bread flour, graham, or entire wheat. Bread flour contains more gluten than pastry flour, while graham and entire wheat flours contain a great deal of mineral matter because the outside bran is not removed.

The shortening is either butter or lard. Butter gives the bread a better flavor, but lard gives it a better texture. A good combination is half lard and half butter. Sugar sweetens the bread and helps the yeast plant to work. Salt gives the bread a good taste, but there is danger in using too much, as salt may act as a preservative.

The leavening agent in bread is yeast. It takes a million little yeast germs to make one yeast cake. The yeast works on the sugar, forming carbon dioxide and alcohol. The yeast plant works best at a temperature of ninety degrees.

Bread should be kneaded thoroughly. The kneading makes the bread a fine grain, and it stretches the gluten.

One bakes bread for three reasons: First, it cooks the starch; second, it drives out the alcoholic gas; and, third, it forms a protecting crust. If the starch in the flour was not cooked, the bread would not be digestible.

A good loaf of bread should have a golden crust, rather thin and of uniform color, and the interior should have air spaces of the same size and evenly distributed. The bread should be light and tender.

Home-made bread is cheaper if it is made in large quantities and baked in a range. If only one or two loaves can be made at a time, it is cheaper to buy it. Baker's bread is not usually as nourishing as home-made bread.

Bread is valuable in the diet because it contains starch, protein, and fat. It contains such a small amount of fat, however, that we are obliged to add butter to a slice of bread. Two thin slices of bread contain one hundred calories of heat. Bread is easily digested after it is twelve hours old.

BAKING BREAD

The baking of bread is sometimes the hardest part, but it is very important. The oven should have a hot and even temperature. It should be about 380° F. To test the heat of the oven, put a sheet of white paper in it. If it becomes a light yellow in four minutes, the oven is hot enough to bake bread. If the paper is scorched in this time, it is ready for biscuit. The time in which bread bakes should be divided into quarters. During the first quarter it rises; the second, it continues rising and starts to brown; the third, it finishes browning; and the fourth, it shrinks from the sides of the pan. Bread should be baked one hour.

One might ask why we bake bread. First, we bake bread to cook the starch and make it digestible; second, to drive off all the alcohol and gases; third, to stop fermentation; and fourth, to form a rich brown, protecting crust. If a little melted butter is brushed over the crust of the bread about three minutes before it is time to take it out, the crust will be soft and tender.

SETTING A HEN

The first thing to do is to find a sitting hen. These are easy to find, because most sitting hens ruffle up their feathers and cluck if one goes near

When the hen is found, a warm nest must be made. The best things for a nest are hayseed and rowen. These must be placed in a box to form a hollow like a shallow bowl.

After the nest is made, the eggs are brought out and are put in the nest in a circle. The eggs in a setting are generally thirteen, but the number of eggs may be adapted to the size of the hen. The hen is then set on the eggs. Sometimes she fixes the eggs and sits still. At other times she tries to fly out of the nest. Sometimes some of the eggs are smashed. The nest must then be covered, and, as the hen cannot fly out, she will sit on the eggs.

LESSON 14

Historical Subjects

EXERCISE

Select a subject and give it careful study. Using the card catalogue, find books in the school or the public library that give the information you need. Whenever you find anything that seems to be of importance, make a note of it. Do not be satisfied with the accounts that are given in histories written for young pupils, but consult books that give the facts in fuller detail. Group your notes under the paragraph topics and arrange each group in an orderly manner under sub-topics.

Franklin's Kite

1. Franklin's electrical experiments.
2. The results of his experiments.
3. The influence of his discoveries on the progress of the world.

The Stamp Act

1. Why the act was proposed.
2. What the act was.
3. How the colonies received it.

The Articles of Confederation

1. Why they were made.
2. How they were useful.
3. In what they were defective.

Lafayette

1. Who he was and why he came.
2. What he did for the colonies.
3. His visit to America after the war.

The Panama Canal

1. Work done by the French people.
2. Story of its purchase by the United States.

War with Spain

1. Cause of the war.
2. Brief account of the war.
3. Its permanent effect upon the United States.

LESSON 15

Local History

EXERCISE

Select one of the following subjects and get all the available information you can upon it. Group your notes under the paragraph topics and arrange each group in an orderly manner under sub-topics. Be prepared to give your composition orally or to write it.

The Early Settlers

1. When and how the first settlers came.
2. Difficulties that they encountered.
3. Interesting facts about them.

Names

1. How the town got its name.
2. Names of important streets.
3. Other historical names.

Industries

1. Early history of the most important industry.
2. Its development.
3. Effect upon the town.

The Schools

1. History of the first school.
2. The development of the school system.
3. Brief description of the largest school.

The First Railroad

1. Story of its coming.
2. Its effect upon the town.
3. Its present condition.

A Historical Building

1. Its early history.
2. Interesting facts about it.
3. Its present condition.

An Indian Massacre

1. The location.
2. Events that led to it.
3. The massacre.

NOTE. — Other subjects of local interest may be suggested by the teacher or by the members of the class.

LESSON 16

Studies in Nature

EXERCISE

Select one of the following subjects. Add sub-topics to the paragraph topics and bring your outline to class. Be prepared to give your composition orally or to write it.

Parts of a Flower

1. Corolla.
2. Calyx.
3. Stamens.
4. Pistils.

Pollination

1. By natural means.
2. By insects.

Sap

1. Its purpose.
2. Movements.

Foliage

1. Its purpose.
2. Changes.

Forests

1. Nature's plan for conserving moisture.
2. Effect of their destruction.

Fruit Trees

1. Enemies.
2. Care.
3. Source of income.

Birds

1. Value to farmer.
2. Enemies.
3. Should be protected.

Instinct in Birds

1. Migration.
2. Building nests.
3. Protection of young.

LESSON 17

Oral Composition

ORAL EXERCISE

Make an outline and be prepared to talk on one of the following subjects.

1. Prejudice.
2. Preparedness.
3. Fashions.
4. Wild grapes.
5. Safety first.
6. Boy scouts.
7. Water lilies.
8. An ambulance.
9. A lighthouse.
10. An old custom.
11. A city newsboy.
12. Campfire girls.
13. A street sprinkler.
14. A mounted policeman.
15. A squirrel's storehouse.
16. How a story grows.
17. Our summer home.
18. Intelligence in animals.
19. A woodchopper's hut.
20. The work of a letter carrier.
21. The value of a school library.
22. An experience with an automobile.

LESSON 18

Biographical Studies

EXERCISE

Select one of the following and get all the information that you can about it. Make an outline and be prepared to talk upon your subject or to write a composition.

1. Marconi.
2. James J. Hill.
3. Andrew Carnegie.
4. Eli Whitney.
5. Elias Howe.
6. Clara Barton.
7. Henry Irving.
8. Luther Burbank.
9. Louis Pasteur.
10. John Sargent.
11. Benjamin Franklin.

ORAL EXERCISE

Read one of the following and be prepared to report briefly to the class. Tell what benefit you received from reading it.

The Promised Land. — MARY ANTIN.
Oliver Cromwell. — THEODORE ROOSEVELT.
Daniel Webster. — HENRY CABOT LODGE.
The Making of an American. — JACOB A. RIIS.
Up from Slavery. — BOOKER T. WASHINGTON.
Two Years before the Mast. — RICHARD H. DANA, Jr.
Biographical Stories. — NATHANIEL HAWTHORNE.

LESSON 19

EXERCISE

Recipes (For girls)

Every girl should keep an indexed book of recipes that she has tried and liked. The list of materials should be written in tabular form as it is much easier to use them when they are so arranged. A model is given.

Boiled Custard

1 pint milk.
2 tablespoonfuls sugar.
3 eggs.
½ teaspoonful vanilla.
½ teaspoonful salt.

Put the sugar, salt, and milk into a double boiler to scald. Separate the whites and the yolks of the eggs and keep the whites in a cool place until wanted. Beat the yolks of the eggs with a little of the scalded milk. Pour the beaten yolks slowly into the scalded milk, stirring constantly until the mixture thickens. Remove from the fire, add the flavoring, and pour into a mold to cool. Just before serving, beat the whites of the eggs to a very stiff froth, sweeten with powdered sugar, and pour this over the custard.

Write the recipe for something that you have made, using the model as a guide.

EXERCISE (*For boys*)

Explain and give full directions for making something in which you are interested. Make an outline and bring it to class.

LESSON 20

Current Events

Select a topic of local importance and get all the information about it that you can. Arrange your material in an orderly manner and be prepared to tell the class what you have found concerning the subject. State your own opinion and be prepared to defend your opinion if the class disagrees with you.

LESSON 21

Original Compositions

EXERCISE

Choose one of the following subjects and make paragraph topics with sub-topics. Bring your outline to class. Be prepared to give your composition orally or to write it. If you write it, hand in your outline with the composition.

Out-of-door interests. 1. How to pitch a tent. 2. The park. 3. A canoe trip. 4. Fishing at night. 5. A grass fire. 6. A skating party. 7. A picnic. 8. A boat ride. 9. An automobile ride. 10. A nutting party. 11. Breaking a colt. 12. Hunting jack-rabbits. 13. Harvesting wheat. 14. Shipping cattle from a stock farm to market. 15. A festival parade. 16. Harvesting rice.

School interests. 1. Our athletic association. 2. A spelling match. 3. The holiday I like best. 4. My walk to school. 5. My favorite study. 6. A high school education. 7. An amusing incident. 8. An exhibition.

Classical interests. 1. Why I elected Latin. 2. A Roman dwelling house. 3. The food of the Romans. 4. Roman dress fabrics. 5. The exploit of Horatius. 6. A gladiatorial show. 7. The Roman catacombs. 8. The destruction of Pompeii.

Musical interests. 1. Why vocal music is taught in the schools. 2. Why I elected vocal music. 3. A description of the musical instru-

ment that I play. 4. Explain "position" on the violin. 5. Voice training. 6. A chorus rehearsal. 7. Story of our glee club. 8. A concert that we gave. 9. Our school quartet. 10. Our orchestra. 11. How my phonograph can help me to understand what I cannot perform. 12. How the phonograph can be used educationally. 13. The faults of my daily practice. 14. Music in moving picture theaters.

LESSON 22

Original Compositions

EXERCISE

Select one of the following subjects and study it carefully. Make paragraph topics with sub-topics. Bring your outline to class. Be prepared to give your composition orally or to write it.

Musical interests. 1. Stories of Handel's youth. 2. How *The Messiah* was written. 3. Stories of Mozart's youth. 4. Stories of Haydn's youth. 5. Stories of Beethoven's youth. 6. Story of the writing of *The Moonlight Sonata.* 7. Stories of Chopin's youth. 8. Chopin's musical compositions. 9. Stories of Schubert's youth. 10. Schubert's musical compositions. 11. Story of Wagner's life. 12. Write the story told by *Lohengrin.*

Historical interests. 1. The Indian's weapons. 2. Why the French helped America in the Revolution. 3. Washington's first inauguration. 4. How Florida received its name. 5. Story of the buffalo on the western prairies. 6. The clothing of the early settlers. 7. An Indian village. 8. Franklin's first visit to Philadelphia. 9. The name *Indian.*

Classical interests. 1. A sail down the Nile. 2. Style of garment worn by Romans. 3. Roman headgear and footwear. 4. A day in the Athens of Pericles. 5. The execution of the sons of Brutus. 6. The unselfish deed of Mucius Scaevola. 7. The first naval battle of the Romans. 8. The spectacular army of Xerxes.

LESSON 23

Original Compositions

EXERCISE

Select one of the following subjects and study it carefully. Make paragraph topics with sub-topics. Bring your outline to class. Be prepared to give your composition orally or to write it.

Classical interests. 1. Hannibal crossing the Alps. 2. The battle of Marathon. 3. Persecutions of the Christians. 4. The making of a Roman book. 5. A Roman wedding. 6. A Roman funeral. 7. How a flock of geese saved Rome. 8. The Vestal virgins. 9. The oracle of Delphi.

Simple science. 1. Why ice floats on water. 2. Why cream rises. 3. Why a balloon rises. 4. Why a lamp has a chimney. 5. Why a fireplace ventilates a room. 6. Why oil is used on machinery. 7. Why ice and salt combined freeze ice cream. 8. The principle of the telephone. 9. The principle of wireless telegraphy.

Cooking. 1. A recipe for making chocolate cake. 2. A recipe for making sponge cake. 3. A recipe for making cookies. 4. Cooking lessons for Camp Fire girls. 5. Different kinds of sugar. 6. Baking powder. 7. Butter and butter substitutes. 8. Waste from poor cooking. 9. Shortening. 10. How to make plain pastry. 11. Making and frying doughnuts. 12. The cold pack method of canning.

Out-of-door interests. 1. How to grow sweet corn. 2. How to grow tomatoes. 3. How to grow melons. 4. Fishing through the ice. 5. The swarming of bees. 6. How a hen protects her chickens. 7. How a mother bird feeds her young. 8. Plowing on a large farm.

School interests. 1. The debating club. 2. Value of a gymnasium. 3. Athletic games as character builders. 4. Qualities that make a good umpire or referee. 5. Why punctuality should be insisted upon. 6. Why good order is necessary.

Miscellaneous. 1. A thermos bottle. 2. Choosing an occupation. 3. The first thing I can remember. 4. Courtesy at home. 5. Superstitions. 6. Advertisements. 7. Bill board advertisements. 8. A seed catalogue. 9. Character and environment. 10. The largest corn field I ever saw. 11. A tornado.

THE SEWING DEPARTMENT
By courtesy of the Skidmore School of Arts

Sewing. Picture study. Study the picture *The Sewing Department.* Describe the equipment of the room and tell what each of the three groups of girls is doing. Make an outline and bring it to class. Be prepared to give your composition orally or to write it.

LESSON 24

Mythological Subjects[1]

EXERCISE

Select one of the following and find out all you can about it. If possible, consult several books and make notes of important points. Make an outline and be prepared to give your composition orally or to write it.

1. Ulysses' return.
2. Black sails or white.
3. The shepherd prince of Troy.
4. The kingdom under the seas.
5. The kingdom under the ground.
6. The golden fleece.
7. The wooden horse.
8. The giant's cave.
9. The enchanted island.
10. An adventure of Hercules.

LESSON 25

Mythological Subjects

EXERCISE

Select one of the following and find out all you can about it. If possible, consult several books and make notes of important points. Make an outline and be prepared to give your composition orally or to write it.

1. The great flood.
2. The magic box.
3. The narcissus.
4. The flayed piper.
5. The winged steed.
6. Story of Prometheus.

[1] The following books are suggested for reference: *Classic Myths*, Gayley, Ginn & Co.; *Myths of Greece and Rome*, Guerber, American Book Co.; *Age of Fable*, Bulfinch.

7. The apple of discord.
8. The origin of the myth.
9. The man who never died.
10. The meaning of *mythology*.
11. The garden of the Hesperides.
12. How the world was repeopled.

ORAL EXERCISE

Study one of the following: Longfellow's *Prometheus*, Byron's *Prometheus*, Keats' *Endymion*, Keats' *Hyperion*.

Each of these poems has for its theme a story in mythology. Discuss the poet's treatment of the story as compared with the story that you find in any standard mythology. Make an outline and bring it to class.

LESSON 26

Word Stories

ORAL EXERCISE

Select one of the following words. Be prepared to tell the story of the god or goddess from whose name the word is derived and to show how the word has come to have its present meaning.

1. herculean
2. Aegean sea
3. Aeolian (harp)
4. phaeton
5. tantalize
6. martial
7. atlas
8. volcano
9. titanic
10. cereal
11. panic
12. echo

LESSON 27

The Calendar

ORAL EXERCISE

Look up and explain the origin and the meaning of the names of the days of the week and the names of the months.

LESSON 28

How to Do Things

ORAL EXERCISE

There are some things that you do very often and that seem so simple that it never occurs to you that any one might not know how to do them. Imagine that a Chinese boy is coming to this country, and that he has asked you to explain some of the things that he will have to do when he gets here. Explain one of the things to him so simply and clearly that he cannot fail to understand your explanation. Remember that he knows nothing of American ways. For example, in explaining how to find when a railroad train leaves the station, it is not enough to tell him to look on the time-table. You must tell him how to use the time-table. He has never seen one and knows nothing about it. He has asked:

1. How to get a trunk checked.
2. How to get a check cashed at a bank.
3. How to open an account at a bank.
4. How to get a book from a public library.
5. How to use a telephone in a public booth.
6. How to find when a railroad train leaves your station.
7. How to engage and get to his room in a hotel.
8. How to find when, where, and how to go to a theater.
9. How to engage and go to a seat in a sleeping or a parlor car.
10. How to pay the fare in a pay-as-you-enter street car if one does not have a nickel.

LESSON 29

Original Compositions

EXERCISE

Select one of the following subjects and study it carefully. Make an outline and come to class prepared to give your composition orally or to write it.

1. Instinct in birds.
2. Importance of punctuality.
3. Importance of habits of orderliness.
4. A newspaper bulletin during a big game.
5. The most interesting moving pictures I have seen.
6. Why and how our school room is ventilated.
7. The value of a vacation for people who work.
8. The difference between high school work and grammar school work.

LESSON 30

Our Foreign Relations

EXERCISE

Select one of the following subjects and study it carefully. Make notes of important points. When you have collected your material, make an outline. Be prepared to give your composition orally or to write it. State the sources from which you obtained your information.

1. Free trade.
2. Reciprocity.
3. Monroe Doctrine.
4. International law.
5. Diplomatic service.
6. Consular service.
7. Tariff for protection.
8. Tariff for revenue only.

CURRENT EVENTS

Select a topic from recent foreign news and get all available information about it. Be prepared to explain the subject to the class. State the sources from which you obtained your information.

Oral Exercise

Read one of the following: *National Characteristics as Moulding Public Opinion* in Chapter 80 of James Bryce's *American Commonwealth; International Arbitration* by Carl Schurz; selections from Taussig's *Tariff History.*

Study carefully the way in which the author has taken up a national problem and be prepared to discuss its relation to a problem of to-day.

Note. — If these books are not in the school or the local public library, this exercise may be omitted.

LESSON 31

National Housekeeping

Exercise

Select one of the following subjects and study it carefully. Make notes of important points. Organize the material that you find and make an outline. Be prepared to speak to the class upon the subject or to write your composition. State the sources from which you obtained your information.

1. Civil service.
2. Internal revenue.
3. The parcel post.
4. Interstate commerce.
5. Rural credit system.
6. Postal savings banks.
7. Coinage of gold and silver.
8. Protection of migratory birds.

Current Events

Select a topic of recent national interest and get available information upon it. Be prepared to speak to the class upon the subject. State the sources from which you obtained your information.

LESSON 32

State Interests

Exercise

Select one of the following subjects and study it carefully. Arrange the information that you secure in the form of an outline. Be prepared to speak to the class upon the subject or to write your composition. State the sources of your information.

1. The initiative.
2. The referendum.
3. The Australian ballot system.
4. How a foreigner is naturalized.
5. How men are selected for duty on juries.
6. Why and how a business is incorporated.
7. Why state laws require fire escapes on public buildings.
8. Why and how a railroad company can build across private land against the wish of the owner.

Current Events

Select a subject that is of importance in state affairs and arrange the information that you secure in the form of an outline. Be prepared to speak to the class upon the subject.

LESSON 33

Town or City Interests

Oral Exercise

Select one of the following subjects and get all the information that you can upon it. Make an outline and come to class prepared to tell what you have learned.

1. The fire department.
2. The town or city hall.
3. The town or city water works.

4. How fires may be prevented.
5. Why and how streets are oiled.
6. How the tax rate is determined.
7. Duties of the town or city treasurer.
8. How money is raised to pay expenses.
9. How a town or city pays its bills.
10. Why water meters are placed in houses.
11. Why towns and cities provide public baths.
12. Why and how towns and cities protect trees.
13. A business manager for a town or city.
14. Methods of advertising in public places.
15. Explain why cities pay large sums for water systems.
16. How the spread of contagious diseases is checked.
17. The kind of pavement used in my city and how it is made.
18. Why public libraries are provided and supported by towns or cities.
19. Explain the difference between the government of a large town and of a city.
20. The influence that each citizen may have in his town or city government.

Current Events

Select an event of local importance and make it the subject of a talk before the class or of a written composition as directed by your teacher.

LESSON 34

Community Welfare

Oral Exercise

It is worth while for you to consider how the town or city serves you. It cares for your safety, your health, your education, and your convenience. Select one of the following subjects and study it carefully. Read the suggestions at the end of the lesson. Add sub-topics to the paragraph topics and bring your outline to the class. Be prepared to give your composition orally. Explain how the cost of each item is found.

My Safety

1. How the town or city protects me.
2. Cost for one year of my life.
3. Cost for all the years I have lived.
4. How the cost is paid.

My Health

1. How the town or city cares for my health.
2. Cost for one year of my life.
3. Cost for all the years I have lived.

My Education

1. How the town or city provides for my education.
2. Cost for one year in the high school.
3. Cost for my high school course if I graduate.
4. Cost for all the years I have been in the public schools.

My Convenience

1. Why good streets are provided.
2. Cost for one year of my life.
3. Cost for all the years I have lived.

Current Events

Select an event of local interest that is connected with the subjects given under this lesson and be prepared to discuss it before the class or to write a composition upon it.

Suggestions. The exercises under this lesson will require careful preparation. In order to find the cost of the different items, it will be necessary to secure financial reports of the various departments. It is suggested that the class should appoint one member to secure these reports from the town or city officials.

The cost for the protection of each pupil for one year may be found by dividing the total cost of the protective departments by the number of inhabitants. The cost for all the years he has lived may then be easily found.

The cost of the sewer department, the water department, and the board of health may properly be classed as expense to promote the health of the inhabitants, and the total cost of these departments divided by the total population of the town or city will give the cost for each individual for one year. The cost for the life of each pupil may be easily found.

The school report will give the necessary data for the cost of education. If the cost of the high school (or schools) is not given separately in the school report, it may be obtained from the office of the superintendent of schools. If the whole cost of the high school for the past school year and the average membership in the high school are known, it will be easy to find the average cost of each pupil for the year. The average cost of each pupil in all the schools may be found by dividing the whole cost of the schools by the total average membership, and this may be taken as a basis for finding the cost for all the years each pupil has been in school. It will not be exactly accurate, because the cost is not the same for every year, but it will be sufficiently correct for the purpose of this exercise.

The total cost of the street department divided by the number of inhabitants will give the cost for each individual for one year, and the cost for the life of each may then be found.

NOTE TO TEACHER. — Pupils should be required to find the necessary data for themselves in order that they may become familiar with the financial affairs of the town or city.

LESSON 35

Environment

EXERCISE

Study the following subject carefully and get all the information that you can about it. Be prepared to give your composition orally or to write it.

Our School Grounds

1. Why we wish to have attractive grounds.
   For our own pleasure.
   An honor to the town or city.

2. What has been done to make the grounds attractive.
   Grading.
   Grass.
   Shrubs.
   Trees on the lawn and on the street.
3. What we can do to help make and keep the grounds attractive.
   Care about littering.
   Care about injuring trees and shrubs.
   Trying to influence others to help us.
4. How the cost of improving and caring for the grounds is paid.
   By gifts.
   By citizens of the town or city.
   By nonresidents owning property here.

Current Events

Under environment study another subject that is of interest in your town or city. Make an outline and be prepared to give your composition orally or to write it. The following subjects may be suggestive.

1. Public parks.
2. Home grounds.
3. Clean-up day.
4. Clean surroundings.

LESSON 36

Good Roads

There is a nation-wide movement for good roads. Of course people who live in cities and who ride through the country in automobiles desire good roads, and people who live in the country like to ride over good roads, but there must be a reason for good roads that is stronger than the wish to ride over them to secure the support of people who pay the taxes. Many states are helping to build good roads through country districts. Towns, cities, and states do not pay out money in this way without prospect of receiving some material advantages in return. It is for us to consider these expected advantages.

Oral Exercise

Find all the information that you can upon the subject of good roads and be prepared to discuss the following questions:

1. What advantages do country towns expect to receive from good roads?
2. Explain how good roads increase the value of property in country towns?
3. Are the people as a whole more prosperous in country towns that have good roads than in towns having poor roads? Explain.
4. The money that is paid for constructing good roads in country towns must be raised by taxation. In what way do good roads bring money into town treasuries?
5. The money that a state raises by taxation comes largely from the cities. Why is a state willing to help country towns build good roads?

Oral Exercise

Study the picture *Good Roads and Prosperity* and be prepared to speak to the class, using the following outline as a guide.

1. Describe the appearance of the road.
2. Describe the appearance of the buildings.
3. Explain the relation between the condition of the road and the condition of the buildings that are located beside it.

Oral Exercise

Study the picture *Poor Roads and Poverty* and be prepared to speak to the class, using the outline given under the preceding exercise as a guide.

Oral Exercise

Question for discussion:

Do the benefits received compensate country towns for the expense of building good roads?

GOOD ROADS AND PROSPERITY

POOR ROADS AND POVERTY

LESSON 37

Written Exercise

Write a composition upon the subject *Patriotism*. Before beginning to write, read the following selections which you will find in the library: *The American Flag*, by Joseph Rodman Drake; *The Flag Goes by*, by H. H. Bennett; *The American Flag*, by Henry Ward Beecher; *The Centennial Ode*, by Sydney Lanier; *Patriotism* (from *The Lay of the Last Minstrel*), by Walter Scott; *The Name of Old Glory*, by James Whitcomb Riley. Use this outline:

Patriotism

1. Meaning of the word.
2. The story of the flag.
3. Proper reverence for the flag.

LESSON 38

The Right Use of Words

Majority *Plurality*

Look up these words in a dictionary and be prepared to explain the meaning of each.

Exercise

At a class election there were twenty members present and voting, and there were three candidates for the office of president. How many votes must a candidate receive in order that he may be elected by a *majority?*

Tell how many votes would constitute a majority —

1. In a class of 31.
2. In a class of 40.
3. In a class of 75.
4. In a class of 80.
5. In a class of 85.
6. In a class of 125.
7. In a class of 300.
8. In a class of 320.
9. In a class of 428.
10. In a class of 963.

Sewage *Sewerage*

Look up these words in a dictionary and be prepared to explain the meaning of each and to give sentences illustrating the correct use of each.

Wrong: The *sewerage* ran into the river.
Right: The *sewage* ran into the river.

Right: The city had an excellent system of *sewerage*.

WRITTEN EXERCISE

Write five sentences, in each of which one of the words *sewage*, *sewerage* is used correctly. Use each word at least once.

Consequence *Importance*

Consequence is that which is produced by a cause. It is often incorrectly used in the sense of *importance*.

Wrong: The affair is of no *consequence*.
Right: The affair is of no *importance*.

ORAL EXERCISE

Give sentences, using the words *consequence* and *importance* correctly.

WRITTEN EXERCISE

Write five sentences, in each of which the word *consequence* is used correctly.

Write five sentences, in each of which the word *importance* is used correctly.

Business *Right*

The word *business* should not be used instead of *right*.

Wrong: You had no *business* to open my letter.
Right: You had no *right* to open my letter.

Right: The *business* was very prosperous.

Written Exercise

Write five sentences, in each of which one of the words *business, right* is used correctly.

Eligible *Legible*

Look up these words in a dictionary and be prepared to explain the meaning of each and to give sentences illustrating the correct use of each.

Wrong: The man is not legible to the office.
Right: The man is not eligible to the office.

Written Exercise

Write ten sentences, in each of which one of the words *eligible, legible* is used correctly.

CHAPTER VIII

LETTERS OF FRIENDSHIP

A LETTER is a form of composition that is used by practically every one, and for this reason it demands careful attention.

The general rules for the use of capital letters and marks of punctuation and for the arrangement of written work in paragraphs apply to letters, but there are certain forms that have become fixed by common usage which are an essential part of a correctly written letter. Some of these forms may seem to be unimportant, but a lack of attention to them indicates either ignorance or carelessness on the part of the writer. A letter is an examination of the one who writes it, and, especially in the case of a business letter, the writer is judged by the letter. It is practically useless for any one to apply for a clerical position if he cannot write a correct letter.

A letter to a relative or to an intimate friend may be called a *letter of friendship* even though it is about business matters. Such a letter is informal and conversational in style and is friendly in tone.

It is impossible to give any definite directions in regard to what should be written in the body of a letter or how it should be written. These are matters for each writer to decide for himself. One point, however, cannot be emphasized too strongly, — it is a matter of courtesy to write neatly and carefully and to spell correctly. No friendship can be so close and so intimate as to excuse a carelessly written letter. Such a letter shows a lack of respect for the person to whom it is written.

Usage in regard to the form of a letter of friendship differs somewhat from the form of a business letter, and for this reason

the two are studied separately. The five parts of a letter of friendship are shown in the following form:

17 Park St.,
Worcester, Mass.,
May 5, 1917. — Heading

My dear Mother, — Salutation

--- — Body of Letter

Your loving daughter, — Complimentary Close

NELLIE SMITH. — Signature

LESSON 1

The Heading

The heading of a letter should tell two things:

1. It should tell where the letter was written, giving the name of the street, the town or city, and the state. In small towns the street is usually omitted. If no other address is given in the letter, it is always assumed that a reply may be sent to the address given in the heading.
2. It should tell the date, giving the month, the day of the month, and the year.

In a letter of friendship the heading is usually on two or three lines, but it may be written on one line. The name of the street

and the name of the month may or may not be abbreviated. The name of the city or town should never be abbreviated.

Notice that in the letter form given for illustration, the heading consists of five parts:

1. The street and the number.
2. The town or city.
3. The state.
4. The month and the day of the month.
5. The year.

Notice that each part is separated from the other parts by a comma or y commas. The commas may be considered as marking the omission of a word or of words. The omitted words are shown in the heading given below. In order that the parts may be seen more easily, the heading is written on one line.

8 Park St. (in) Akron (in) Ohio (on) Oct. 10 (in) 1917.
8 Park St., Akron, Ohio, Oct. 10, 1917.

NOTES. — Some writers prefer to omit commas at the ends of lines and all periods that are not used after abbreviations; but many business houses punctuate in full, and for this reason it is better to learn the full punctuation.

The word *street* or *avenue* should be written with a capital letter when it is used in a heading.

Notice that, when the name of the state is abbreviated, a period is used to indicate the abbreviation. Also, when the name of the month is not abbreviated, there is no mark of punctuation between the name of the month and the number of the day in the month. The following heading will illustrate these points:

5 Oak Street (in) Ware (in) Ill. (on) May 9 (in) 1917.
5 Oak Street, Ware, Ill., May 9, 1917.

WRITTEN EXERCISE

Write the headings for letters supposed to be written to-day at the following places:

1. Your own town or city.
2. Burnham in Maine.
3. 25 High street in San Francisco in California.
4. 190 Front street in Portland in Maine.
5. Augusta in Maine.
6. 17 Fourth avenue in Boston in Massachusetts.
7. 25 Park street in Concord in New Hampshire.
8. 95 Maple street in Auburn in New York.
9. 444 Lake street in Chicago in Illinois.
10. 46 Broad street in Philadelphia in Pennsylvania.
11. Westmoreland in New Hampshire.
12. Putney in Vermont.
13. Sheffield in Connecticut.
14. 90 Olive street in Glendale in New Jersey.
15. West Farms in Maryland.

LESSON 2

The Salutation

The salutation is a courteous form of greeting. Several salutations are given below for study.

1. My dear Mother,
2. Dear Father,
3. My dear Sister,
4. My dear Cousin,
5. My dear Friend,
6. Dear Brother,
7. Dear Cousin Frank,
8. Dear Uncle Ned,
9. My dear Aunt,
10. My dear Mr. Smith,
11. My dear Mrs. Jones,
12. My dear Miss Swift,

The words *Mother, Father, Sister, Cousin, Friend, Brother, Aunt* begin with capital letters because they are used like names.

The words *Cousin and Uncle* in Nos. 7 and 8 begin with capital letters because they are used as titles with names.

The comma is used after the salutation because it is less formal than the colon, which is used in business letters.

We may begin a salutation with *My dear* or *Dear*. If *My dear* is used, the word *dear* should not begin with a capital letter.

The word *My* is considered to add a little to the formality of a salutation. For example, *My dear Mr. Smith* is a little more formal than *Dear Mr. Smith.* Thus, in writing to an acquaintance, *My dear Mr. Smith* would be used. In writing to an intimate friend, *Dear Mr. Smith* would be used.

LESSON 3

The Complimentary Close

In a letter of friendship the complimentary close should correspond to the salutation. If the letter is written to a relative, the relation may be mentioned in the close. Thus, —

Your loving daughter,
Your affectionate mother,

Your loving brother,
Yours affectionately,

To friends the close may be, —

Yours sincerely,
Cordially yours,

Very sincerely yours,
Yours very sincerely,

To an acquaintance the close may be, —

Yours truly,

Very truly yours,

NOTES. — Custom has decreed that the close shall contain the word *your* or *yours.*

No word in the close except the first should begin with a capital letter.

LESSON 4

The Signature

To a letter of any importance the writer should sign his name as he usually writes it. Then, if by any accident the letter is lost, it will be returned to him from the Dead Letter office.

WRITTEN EXERCISE

Write for each of the following letters supposed to be written to-day in your town or city the heading, the proper salutation, the

proper complimentary close, and your own signature. Omit the body of the letter.

1. A letter to your mother.
2. A letter to a cousin.
3. A letter to your brother or sister.
4. A letter to your uncle.
5. A letter to a friend.

Written Exercise

Write a letter to a friend and tell about your school work. Tell what class you are in, mention your studies, and tell about your recitations. Write at least fifteen lines.

LESSON 5

The Envelope

An envelope that is properly addressed should give this information to the postal clerks:

1. The name of the person for whom the letter is intended.
2. The street and the number if a person lives in a city.
3. The name of the town or the city.
4. The name of the state.

Great care should be used to write every part of the address distinctly. It may be very familiar to you, but it is not familiar to the clerks who will handle the letter on its journey to your friend.

Several models are given below for you to study.

Miss Lucy A. Smith,
13 Long Avenue,
Templeton, N. Y.

Notes. — Some writers prefer to omit commas at the ends of lines and all periods that are not used after abbreviations; but many business

houses punctuate in full, and for this reason it is better to learn the full punctuation.

The word *street* or *avenue*, or any similar word, should be written with a capital letter when it is used in an address.

Mr. Henry A. Norcross,
8 East St.,
Maplewood, Vt.

Frank R. Reid, Esq.,
Akron,
Ohio.

NOTE. — If *Esq.* or any title is added to a name in an address, neither *Mr.* nor any title should be used before the name.

Joseph H. Sawyer, D.D.,
250 Franklin Ave.,
Mechanicsville,
Maine.

Dr. George H. Cobb,
Williamstown,
Iowa.

George H. Cobb, M.D.,
Williamstown,
Iowa.

Mr. John C. Gray,
Superintendent of Schools,
Ashburnham,
Missouri.

Written Exercise

Fold or cut pieces of paper the proper size to represent envelopes and address one to each person whose name is given below.

1. Myron F. Dutton, who lives in Brattleboro in Vermont.
2. Miss Mary A. Kathan, who lives at 65 Front street in Philadelphia in Pennsylvania.
3. Mr. S. F. Streeter, who is a physician and who lives at 45 Mountain street in Readsboro in Minnesota.
4. Mrs. Charles H. Winslow, who lives in Fayetteville in Kentucky.
5. Charles Francis Lathrop, who lives at 67 Mountain avenue in Harrisville in Virginia.

LESSON 6

Practice in Letter Writing

Written Exercise

Select one of the following and write a letter. Try to make your letter interesting.

1. To a cousin whom you have never seen and describe your town or city in a general way.
2. To an uncle and describe the most interesting building in your town or city.
3. To a friend, telling how you would like to spend the summer vacation.
4. To a friend, telling about a book you have recently read. Advise him to read it and tell him why you like it.
5. To your mother, who is away from home, and tell her what has happened while she has been away.

Written Exercise

Write a letter:

1. To a friend and ask him to spend the next vacation with you. Tell him that you cannot meet him at the station and tell him how to reach your house.

2. To an uncle in the country, telling him that you would like to spend the summer vacation with him. Tell him what you think you can do to help him. (Girls may write to an aunt.)
3. To a friend, describing a real or an imaginary automobile ride.
4. To a sister, describing a real or an imaginary outing.
5. To a former classmate who has moved to another town or city, telling him the school news.
6. To a former classmate who has received a serious injury which will prevent him from returning to school. Express your sympathy.
7. To a country cousin, advising him to come to your school. Explain the advantages that the school offers.
8. To a brother, telling him that you have left some article at home and asking him to send it to you. Describe the article clearly and tell exactly where it may be found.
9. To a friend in another town or city, asking him to visit your school. Tell him how to come from the railroad station to the schoolhouse.
10. To a friend in another high school, telling him about your school work.

Written Exercise

Select one of the following. You may wish to accept the invitation, or you may have made plans that will prevent your accepting it. Write your reply.

1. You have recently received a letter from a cousin, asking you to spend the summer vacation with him at his country home.
2. You have received a letter from an uncle, asking you to spend the next year at his home and to attend the high school there. Your aunt and uncle are alone, and they would like to have you with them.
3. Your uncle owns a mill in a country village. He has written, asking you to take the commercial course in your high school and to take a position as bookkeeper in his mill when you have graduated. He would like to have you live in his family.
4. You have received a letter from an uncle living on a farm in a country town. He writes that he has heard that you have not been well for the past year, and he advises you to leave school for a year and he invites you to spend the time at his home.

SERENITY

5. An older brother has invited you to spend a year traveling in South America with his family.

Written Exercise

Picture Study

Imagine that you are spending the summer vacation with a friend in the country and that you have found the scene that you see in the picture *Serenity*. Write a letter to a friend at your home and describe the scene.

Oral Exercise

It will be helpful to read letters written by men and women who hold recognized positions in literature. Read one of the following and be prepared to discuss it before the class.

1. Letters by Lord Chesterfield. 2. Letters by Robert Louis Stevenson. 3. Letters by James Russell Lowell. 4. *Life and Letters* of O. W. Holmes by H. T. Morse. 5. Letter to St. Nicholas by Helen Keller. 6. Letter to Gertrude by Lewis Carroll. 7. Letter to Mrs. James T. Fields by Charles Dickens. 8. Letters written by Benjamin Franklin to Samuel Mather, to Rev. Mr. Lathrop, to Benjamin Webb. 9. Letters written by Eugene Field to his boys.

LESSON 7

The Right Use of Words

Come and *Go* in Letters

Let us suppose that your uncle, who lives in another town or city, has invited you to spend Saturday at his home, and he has asked you to reply. In your reply you may write:

1. I will *go* to your home Saturday morning.
2. I will *come* to your home Saturday morning.

The second form is more courteous because in this you regard the act from the viewpoint of the receiver. As he reads the letter, he thinks of you as *coming*.

Written Exercise

Write ten sentences that you might write in a letter. Use the word *come* or *go* in each.

Reimburse *Remunerate*

To reimburse is *to make good an expenditure.*
To remunerate is *to pay for any service.*

Wrong: I will *remunerate* my friend for the money that he spent for my ticket.
Right: I will *reimburse* my friend for the money that he spent for my ticket.

Wrong: I will *reimburse* the man for his work.
Right: I will *remunerate* the man for his work.

Written Exercise

Write five sentences, in each of which the word *reimburse* is used correctly.

Write five sentences, in each of which the word *remunerate* is used correctly.

Exercise

Study the groups of words in the following list. Be prepared to explain the meaning of each word and the difference in the meanings of the words of the same group. Give sentences to illustrate the meaning of each word.

1.	abbreviate	abridge
2.	posted	informed
3.	transpire	happen
4.	recommend	recommendation
5.	allude	refer
6.	patrons	customers
7.	every thing	everything
8.	had rather	had better
9.	proposition	offer, proposal
10.	except	unless, without

CHAPTER IX

PRINCIPLES OF COMPOSITION

THE essential thing in all forms of oral and of written composition is *clearness.*

Clearness in composition requires that the thought shall be so expressed that the meaning cannot be mistaken.

Nearly two thousand years ago Quintilian wrote:

> We must study not only that every hearer shall understand us, but that it shall be impossible for him not to understand us.

In order to speak or write clearly, it is necessary that you should know what you wish to tell. It is useless to try to tell something or to explain something that you do not know or understand yourself. When you have chosen your subject, it is for you so to express what you think or know that your meaning will be perfectly clear to every one.

LESSON 1

Unity

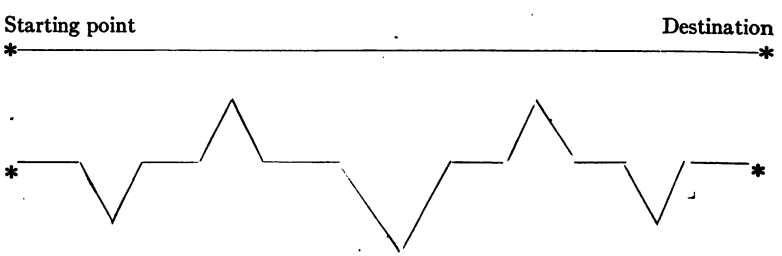
In previous work you have tried to make your compositions clear and definite, and unconsciously you have been guided by several principles. You are now ready to learn the names of these principles. The first is *unity.*

Unity is the principle which requires that every detail shall aid directly in developing the subject. This means that in your composition making you should "stick to the subject" and not introduce details that have little or nothing to do with the main

thought. The importance of this can be shown by a concrete illustration.

Let us suppose that your parents have sent you on an important errand to the home of a neighbor, and that the nearest way is "across-lots" through a forest. There is a footpath, or trail, that leads straight from your home to the home of the neighbor. You may follow the trail and do your errand quickly, or you may wander off from it, first on one side and then on the other, and in this way use up a good deal of time. Which way do you think will be more satisfactory to your parents?

The following diagrams show the two courses:



Apply the same principle to story-telling. Your story will be more interesting if you *follow the trail*, go straight ahead from beginning to end, than if you wander off and talk about other things that have nothing to do with your subject.

There are several suggestions that will help in keeping to the straight path. One of these is to select a definite subject that is not too broad. For example, for a historical subject, not *The Revolution*, but a single incident in the Revolution may be taken.

Another suggestion is that, after you have selected a subject, you make an outline for your composition, and then arrange the material that you have secured according to a definite plan. The topics and sub-topics of the outline serve the same purpose that blazed trees do in a forest. They form a blazed trail to follow, and they guide the writer in a straight path.

Oral Exercise

Be prepared to tell the story of an incident in which you have taken part. It may be the story of your first morning in school if you remember about it. Keep the principle of unity in mind and tell the essential points of the story so that it will make a connected and interesting account. Omit unnecessary and unimportant details.

Written Exercise

Write an account of an incident in which you are interested. Keep the principle of unity in mind and avoid introducing details that are not directly connected with the story.

Exercise

Find and bring to class a short article which illustrates the principle of unity.

Exercise

Read *Christmas Eve* in Irving's *Sketch Book*. Show how the author maintains unity by keeping a slight narrative running through the selection, which really consists of a number of disjointed incidents.

LESSON 2

Sequence in Time

You have used the time order, or sequence in time, in many of the compositions that you have written. When the action in the event that forms the subject of an account runs along without a break, clearness is secured by following the time order; but when other happenings interrupt the action, or, when several things happen at the same time, it is necessary to follow carefully the straight path of the story.

Let us suppose that the school has given a play in two acts,

and that between the acts the glee club gave several selections. If you are writing an account of the play, your story will lack unity if you write about the first act, then about the music, and close by writing about the second act. The music would have nothing to do with the play. You may avoid this difficulty by writing something like this:

After music by the glee club the curtain rose for the second act, etc.

If you wish to write more fully about the work of the glee club, you may do this after you have completed your account of the play.

If two events happen at the same time, you may write about one and then indicate the fact that the other was going on at the same time by writing:

At the same time, etc.

It is not necessary to follow these forms exactly, but in some way you must make the time relation clear to the reader.

The following selection illustrates the use of the time order.

THE GENEROUS CLOUD

"All things are beautiful to-night except myself," said a dull creeping mist that hovered over a swamp. "The moon and the stars are beautiful; the hills and the woods and the rivers are beautiful; but how hideous I look. And what is my birth-place? A swamp which men hate and avoid." Thus bemoaning herself, the mist continued to creep sluggishly over the surface of the marsh.

Suddenly an evening breeze came dancing over the hills, fresh and full of life. At his approach the mist began to rise, brightening as she rose for the moon shone full upon her. The breeze then laid hold of her and bore her swiftly on his wings far up into the sky, and she became a cloud.

Meanwhile the sun rose, and men looked forth from their homes on the fields sparkling with dew — they looked also to the sky and saw a glorious cloud sailing over the distant hills. "We may hope for rain to-day," they said and went cheerfully to their labors. The heat increased, the men grew weary, the earth was dry and hard, and scarcely

could their spades turn up the flinty soil. The cloud meanwhile moved in beauty across the heavens, yet not with pride, for she remembered her lowly birthplace, and she longed to prove her gratitude by doing good.

The weary men looked upward. "Would," they said, "that yonder cloud might bring us rain, for the streams are dry, and our cattle are in need of water."

"O that I could help you!" exclaimed the cloud.

Scarcely had she spoken when the breeze came back again and hastening toward the cloud said to her, "Thy wish is heard, but art thou willing to become a sacrifice?"

The cloud hesitated for a moment. She thought of her beauty and freedom. But again faint, beseeching voices from the earth reached her. "I am willing," said the cloud.

Then the wind drew near and drove her with haste across the heavens. Her beauty vanished, she became black and fearful to look upon, and her brother, the wind, roared behind her with a fearful voice. The loftiest trees bent under the tempest, and men hastened to their homes for shelter. In a moment the wind was hushed. Lightning gleamed from the cloud, thunder was heard, and then a torrent of rain descended. The earth drank it in, the dry clods became soaked, and the thirsty fields revived.

Soon the sun broke forth, lighting the earth with beauty and causing the rain-drops to glitter in his beams.

Across the bosom of the cloud rested a beautiful rainbow, emblem of that love which made her willing to become a sacrifice for the good of men. And a sacrifice she was; for, as the sky grew more and more bright, she melted away and was seen no more.

Oral Exercise

Be prepared to tell the story and to explain how the time order is followed. Mention any events that occurred at the same time and show how the time relation is made clear.

Exercise

Be prepared to tell or to write an account of some incident in which you have taken part or with which you are familiar, giving particular attention to arranging it in the time order.

Written Exercise

Write a letter to a pupil of your grade in a school in England. Tell how the Fourth of July is celebrated in America or tell about any recent holiday. Follow the time order.

LESSON 3

Coherence

A third principle of composition to be kept in mind in speaking or writing is *coherence.*

Coherence is that principle of composition which requires that the parts shall follow one another in the natural order, and that one sentence or paragraph shall lead easily and naturally to the next.

If the parts of the composition are arranged in the logical order so that unity is secured, coherence will be secured at the same time if proper attention is given to linking the parts together.

The word *coherence* means a *cleaving together.* The parts must not only be arranged in the right order, but they must stick together. The outline is the best means of securing the proper arrangement. There are several ways of making the parts *stick together* that can best be shown by an illustration. Study the following description of a May pole by Hawthorne. Notice that the description is arranged in logical order, from the top to the ground. Notice how the sentences grow together, either by repeating a word or words from the preceding sentence, or by using a word or a phrase to recall the thought.

Never had the May pole been so gayly decked as at sunset on midsummer eve. *This venerated emblem* was a pine tree, which had preserved the slender grace of youth, while it equaled the loftiest height of the old wood monarchs. From *its top* streamed a silken banner, colored like the rainbow. Down nearly to the ground, *the pole* was dressed with birchen boughs, and others of the liveliest green, and some with silvery leaves,

fastened by ribbons that fluttered in fantastic knots of twenty different colors, but no sad ones. Garden flowers and blossoms of the wilderness laughed gladly forth amid the verdure, so fresh and dewy that they must have grown by magic on *that happy pine tree.* Where *this green and flowery splendor* terminated, the shaft of the May pole was stained with the seven brilliant hues of the banner at its top. On *the lowest green bough* hung an abundant wreath of roses, some that had been gathered in the sunniest spots of the forest, and others, of still richer blush, which the colonists had reared from English seed.

Written Exercise

Write an account of some incident or a description of something in which you are interested. Arrange the parts in logical order and underscore the words that are used to show the relation of the parts.

Oral Exercise

Find and bring to class an article that illustrates the principle of coherence. Be prepared to show how coherence is secured.

Written Exercise

Write a letter to a friend on one of the following subjects. Arrange your work in the logical order and connect the parts properly.

1. The street on which you live.
2. The flowerbeds in the park.
3. The wild flowers in your neighborhood.

LESSON 4

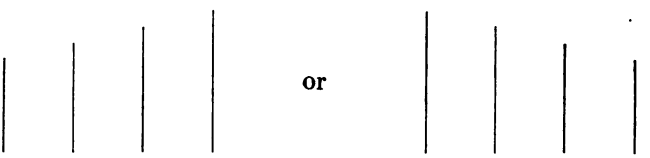
Emphasis

Another principle of composition that helps to secure clearness is *emphasis.*

Emphasis is that principle of composition which requires that the relative importance of the parts shall be clearly shown.

Emphasis may be secured by giving the most space to the part that is most important. In giving an account of a ball game, it is necessary to give the time, place, and other facts in order that the reader may understand what follows, but these details are of comparatively little importance, and little space need be given to them. The emphasis must be placed upon the game itself, and a large proportion of the space should be given to this.

Emphasis may also be secured by placing the part to be emphasized at the beginning or at the end of the sentence, paragraph, or composition. In a series of which the parts are of unequal importance, the parts should be arranged in order of importance, beginning with the least important and going up; or beginning with the most important and descending. This may be shown by the following diagram:



Thus, in mentioning the men connected with a factory, we may say the *workmen*, the *overseer*, and the *manager;* or, the *manager*, the *overseer*, and the *workmen*.

Written Exercise

Write an account of some game in which you have taken part or have seen. Show the relative importance of the parts by the space which you give to each.

Written Exercise

Write a composition in which you give the names of several school officials and teachers connected with your school and explain the duties of each. Emphasize the relative official rank of those whom you mention by the order in which you mention the names.

Exercise

Find and bring to class an article in which the writer emphasized important details by giving them more space, and one in which the writer showed the relative rank or importance of persons, events, or objects by the order in which he placed them.

Written Exercise

Write a letter to a friend, giving an account of an imaginary visit to Philadelphia or to Washington. Tell about the historical buildings or government buildings and show the relative importance of each by the space that you devote to it.

LESSON 5

Vividness

You may have read an account of an event that was so expressed that you received a clear mental picture of what happened. We say that the account was *vivid,* or that it possessed *vividness.*

Vividness is that characteristic of composition that produces a lifelike mental image.

Probably you did not stop to consider the reason for the impression that you received from your reading, but, if you examine the account more carefully, you will see that it was due largely to the skillful use of what may be called *picture words;* that is, words that have the power of conveying a clear mental image.

Oral Exercise

Read the following extract from *The Legend of Sleepy Hollow* and be prepared to explain why it is vivid. Mention the *picture words.* Explain the meaning of each *picture word* and show how it helps to make the account vivid.

It was the very witching time of night that Ichabod, heavy-hearted and crest-fallen, pursued his travel homewards along the sides of the lofty hills which rise above Tarrytown and which he had traversed so

cheerily in the afternoon. The hour was as dismal as himself. Far below him the Tappan Zee spread its dusky and indistinct waste of waters with here and there the tall mast of a sloop, riding quietly at anchor under the land. In the dead hush of midnight he could even hear the barking of the watch dog from the opposite shore of the Hudson, but it was so vague and faint as only to give an idea of his distance from this faithful companion of man. Now and then, too, the long-drawn crowing of a cock accidentally awakened would sound far, far off, from some farmhouse away among the hills, but it was like a dreaming sound in his ear. No signs of life occurred near him, but occasionally the melancholy chirp of a cricket, or perhaps the guttural twang of a bull-frog from a neighboring marsh, as if sleeping uncomfortably and turning suddenly in his bed.

All the stories of ghosts and goblins that he had heard in the afternoon now came crowding upon his recollection. The night grew darker and darker, the stars seemed to sink deeper in the sky, and driving clouds occasionally hid them from his sight. He had never felt so lonely and dismal. He was, moreover, approaching the very place where many of the scenes of the ghost stories had been laid. In the centre of the road stood an enormous tulip tree, which towered like a giant above all the other trees of the neighborhood and formed a kind of landmark. Its limbs were gnarled and fantastic, large enough to form trunks for ordinary trees, twisting down almost to the earth, and rising again into the air. It was connected with the tragical story of the unfortunate André, who had been taken prisoner hard by; and was universally known by the name of Major André's tree. The common people regarded it with a mixture of respect and superstition, partly out of sympathy for the fate of its ill-starred namesake, and partly from the tales of strange sights and doleful lamentations told concerning it.

As Ichabod approached this fearful tree, he began to whistle: he thought his whistle was answered — it was but a blast sweeping sharply through the dry branches. As he approached a little nearer, he thought he saw something white hanging in the midst of the tree — he paused and ceased whistling; but, on looking more narrowly, perceived that it was a place where the tree had been scathed by lightning and the white wood laid bare. Suddenly he heard a groan — his teeth chattered, and his knees smote against the saddle: it was but the rubbing of one huge bough upon another as they were swayed about by the breeze. He passed the tree in safety, but new perils lay before him. IRVING

LESSON 6

Beauty in Composition

Next to vividness beauty affords the imagination the most pleasure. This is because a wider range is offered while the effect is, at the same time, more lasting. Vividness causes the emotions to rise rapidly to heights which cannot be maintained. The tendency of beauty is to make the mind clear and serene. The beautiful in nature and in the fine arts appeals to us. We like beautiful flowers and landscapes, statues and buildings because their form and coloring are always pleasing to the eye and consequently to the mind. The same is true of music, which reaches the mind through the ear.

Beauty is hard to define. *Unity in variety* comes nearest to a good definition. This means that the different parts should be put together so as to make a perfect whole; nothing tacked on, nothing omitted. The greater the variety, the greater is the beauty, provided unity is present. This definition is not complete unless we add that simplicity may at times be substituted for variety.

We are accustomed to think of beauty as associated with form, color, and sound; but it is equally applicable to composition. The beautiful in composition gives pleasure to the mind in two ways: by the emotions it creates and by the style in which it is written. The beauty of style is analogous to the beauty of nature. If the written words, like a beautiful landscape, give rise to a gentle serenity of mind, then it is beautiful. It is not confined to descriptions of attractive things around us; it may apply to that which is not treated with vividness. Beauty need not heighten like vividness, nor exclude ornament. Beauty is a characteristic that runs through the writings of many authors. Notable examples read in school work are Virgil, Milton, Addison, and Irving.

Exercise

Read the following description by George Eliot and explain how it is beautiful. If you are familiar with any selection that you think is especially beautiful, bring it to class.

A wide plain, where the broadening Floss hurries on between its green banks to the sea, and the loving tide rushing to meet it checks its passage with an impetuous embrace. On this mighty tide the black ships laden with the fresh-scented fir planks, with rounded sacks of oil-bearing seed, or with the dark glitter of coal are borne along to the town of St. Ogg's, which shows its aged, fluted red roofs and the broad gables of its wharves between the low, wooded hill and the brink, tingeing the water with a soft purple hue under the transient glance of this February sun.

Far away on each hand stretch the rich pastures and the patches of dark earth, made ready for the seed of broad-leaved green crops, or touched already with the tint of the tender-bladed autumn-sown corn. There is a remnant still of the last year's golden clusters of beehive ricks rising at intervals beyond the hedgerows; and everywhere the hedgerows are studded with trees: the distant ships seem to be lifting their masts and stretching their red-brown sails close among the branches of the spreading ash. Just by the red-roofed town the tributary Ripple flows with a lively current into the Floss. How lovely the little river is with its dark, changing wavelets! It seems to me like a living companion while I wander along the bank and listen to its low, placid voice, as to the voice of one who is deaf and loving. I remember those large, dipping willows. I remember the stone bridge. And this is Dorlcote Mill.

From *The Mill on the Floss* by George Eliot

LESSON 7

Figures of Speech. Simile

Composition is often made clear and vivid by comparison. We may compare that which we are describing with something entirely different which is familiar to the hearer or reader. For example, the author of a school history wrote about the Indians:

"They were a tall, well-made race with a color *usually like that of old copper.*" The author knew that it would be difficult to describe the color of an Indian in such a way that the children would understand, so he took the short and easy way of saying that it was *like that of old copper.* The children know the color of old copper, and they readily imagine the color of the Indians.

A figure of speech is an expression that requires the reader to use his imagination.

The river wound like a serpent around the mountains.

In this sentence the comparison between the course of the river and a serpent is plainly expressed, and the figure of speech is called a *simile.*

A *simile* is a figure of speech in which comparison is plainly expressed by the use of such words as *like, similar to, as,* and *resembling.*

The simple comparisons that we use constantly in conversation are not considered the best examples of similes because they are used too often to be suggestive. For example, we say:

The steak is as tough as leather.
That piece of candy is as hard as a rock.

Oral Exercise

Study the following quotations. Mention and explain the similes:

1. The beach of pebbles was bright as snow.
2. Trouble came upon him as a cloud.
3. Under the arched branches the lightning plays along swiftly to and fro like the swish of a whip.
4. The garden path stretched downward from his feet, gleaming like the track of a snail.
5. Watch the white glaciers blaze in their winding paths about the mountains like mighty serpents with scales of fire.
6. The boat did not seem to sink into the water at all but to skim like an air bubble upon the surface of the surge.

7. For weeks and weeks the stark black oaks stood straight out of the snow as masts of ships with furled sails, frozen and icebound in the haven of the deep valley.
8. Such thoughts as these can only be expressed in fragments, like a sculptor's chips, thrown off as the inspiration seizes him, not mechanically sawn to a set line.
9. But we were now in a great measure rid of these annoyances, just as death-condemned felons in prisons are allowed petty indulgences forbidden them while their doom is yet uncertain.
10. For a moment the old woman's ghastly conception so engrossed the minds of her hearers that a sound abroad in the night, rising like the roar of a blast, had grown broad, deep, and terrible before the fated group were conscious of it. HAWTHORNE
11. The wind through the notch took a deeper and drearier sound. It seemed, as the fanciful stranger said, like the choral strain of the spirits of the blast, who in old Indian times had their dwelling among these mountains and made their heights and recesses a sacred region. HAWTHORNE

12. —— like summer rose
That brighter in the dewdrop glows,
The bashful maiden's cheek appeared.
SCOTT

13. The rider sat erect and fair,
Then like a bolt from steel crossbow
Forth launched, along the plain they go.
SCOTT

14. With head upraised, and look intent,
And eye and ear attentive bent,
And locks flung back, and lips apart,
Like monument of Grecian art,
In listening mood she seemed to stand.
SCOTT

15. A great cloud of mist would roll up over the lapping surf, for all the world like some monstrous, bulging wave, only to be seized by a puff of wind and swept aside like spray, giving the men a fleeting glimpse of the curving yellow beach.
16. As the *Golden Horn* steamed slowly southward, sometimes the vague, hazy coast line could be dimly seen on the port side, look-

ing more like a low lying cloud bank than solid land. Very often the wide expanse of restless water was as unbroken as the glittering arch of deep, fathomless blue above their heads.

Oral Exercise

The following simile is from Shakespeare's *Merchant of Venice*, Scene I. Bassanio owes money to Antonio, and he wishes to borrow more from him. In making the request for more, he uses the simile. Study it carefully and be prepared to explain it to the class.

In my schooldays, when I had lost one shaft,
I shot his fellow of the self-same flight
The self-same way with more advisèd watch
To find the other forth; and, by adventuring both,
I oft found both.
I urge this childhood proof
Because what follows is pure innocence.
I owe you much, and, like a willful youth,
That which I owe is lost; but, if you please
To shoot another arrow that self way
Which you did shoot the first, I do not doubt, —
As I will watch the aim, — or to find both
Or bring your latter hazard back again,
And thankfully rest debtor for the first.

Exercise

Select five good similes that you find in your reading. Bring them to class and explain the comparison.

Written Exercise

Write a composition of one or two paragraphs on one of the following subjects or a similar subject in which you are interested. Introduce at least two good similes. Underscore the words that express the simile.

1. A recent storm.
2. A moonlight evening.
3. A disabled automobile.
4. An interesting lesson.
5. A very hot (or cold) day.
6. A story about a horse.
7. A story about a fire.
8. How I found a crow's nest.
9. The last game that I saw.
10. An interesting newspaper article.

LESSON 8

Figures of Speech. Metaphor

A comparison is sometimes made without the use of words to indicate that it is a comparison. Thus, —

> Life is a leaf of paper white
> Whereon each one of us may write
> His word or two, and then comes night.
>
> LOWELL

These lines do not state that life is *like* a leaf of white paper. They state that life *is* a leaf of white paper. The reader is expected to understand the meaning. This figure of speech is called a *metaphor*.

A *metaphor* is a figure of speech in which comparison or resemblance is implied.

If the lines stated that life is *like* a leaf of white paper, they would form a simile. A metaphor can readily be changed to a simile by introducing some word to indicate the comparison.

> The white light of truth in traversing the many-sided transparent soul of the poet is refracted into iris-hued poetry.
>
> HERBERT SPENCER

In this metaphor the thought is that truth passing through the soul of a poet is changed to poetry *as* white light passing through a prism is changed to the colors of the rainbow. The comparison is not expressed by any word, but it is left to the imagination of the reader.

It requires more thought and imagination to understand a metaphor than a simile in which the comparison is expressed more clearly.

A metaphor should be consistent throughout. For example — if we begin a metaphor by comparing a horse to a bird, we should not change the metaphor and compare it to a ship. It would be incorrect to write:

> The horse flew around the track and sailed past the judge's stand, the winner of the race.

A metaphor of this kind is called a *mixed metaphor*. Mixed metaphors should be carefully avoided.

Here is another well-known example of mixed metaphor:

> I bridle in my struggling muse with pain
> That longs to launch into a bolder strain.

In this mixed metaphor the muse is first likened to a horse and then to a ship.

Oral Exercise

Explain how the metaphors in the following selections are mixed.

1. The chariot of day peers over the mountain tops.
2. Young man, if you have a spark of genius in you, water it.
3. I smell a mouse; it is floating in the air; but we will nip it in the bud.
4. This world with all its trials is the furnace through which the soul must pass and be developed before it is ripe for the next world.
5. The glorious work will never be accomplished until the ship of temperance shall sail from one end of the land to the other, and, with a cry of gladness at each step she takes, shall plant her banner in every city, town, and village in the United States.

Oral Exercise

Study the following quotations and explain the figures of speech.

1. Bread is the staff of life.
2. The breeze comes whispering in our ear.
3. A cloud of trouble came upon him.

4. A light cloud passed over the daughter's spirit.
5. Happiness is a wayside flower that grows along the highway of usefulness.
6. I have but one lamp by which my feet are guided, and that is the lamp of experience.
7. For fully two months they (the trees) stood in the snow in black armor of iron bark unshaken.
8. Knowledge, in truth, is the great sun in the firmament. Life and power are scattered with all its beams. WEBSTER
9. With a few rough bits of track ahead and some steep grades Congress leaders to-day began the final task of putting through legislation that all Washington believes will avert the strike which threatens paralyzation of the nation's railroads.
10. He was several years older than the first arrival, his hair being slightly frosted, his eyebrows bristly, and his whiskers cut back from his cheeks.
11. And hark! how clear bold chanticleer,
Warmed with the new wine of the year,
Tells all in his lusty crowing. LOWELL
12. His voice was music; its fine modulations, as he talked in a conversational way, reached out to the remotest corners of the hall.
13. The alder by the river
Shakes out her powdery curls;
The willow buds in silver
For little boys and girls.
14. The heights by great men reached and kept
Were not attained by sudden flight;
But they, while their companions slept,
Were toiling upward in the night. LONGFELLOW
15. Silently, one by one, in the infinite meadows of heaven
Blossomed the lovely stars, the forget-me-nots of the angels.
LONGFELLOW

Oral Exercise

Find five good metaphors and bring them to class. Be prepared to explain the metaphors and to change them to similes.

Written Exercise

Write a composition on a subject that has recently interested you and introduce at least two good metaphors. Underscore the words that express the metaphors.

LESSON 9

Figures of Speech. Personification

It sometimes helps to make the meaning clear and vivid if we attribute human intelligence to animals or things. We find many examples of this in poetry, and children often "play" that their dolls or other toys speak to them.

Personification is that figure of speech that attributes human intelligence to animals or inanimate things.

Explain the following illustrations:

The sea waves sobbed with sorrow.

The mountains sing together; the hills rejoice and clap their hands.

The old mountain has thrown a stone at us for fear we shall forget him. He sometimes nods his head and threatens to come down, but we are old neighbors and agree pretty well on the whole.

Hawthorne

Animals are often personified in fables and in stories designed for children. In stories like *The Fox and the Crow* the animals talk to each other like persons, and they are said to be personified.

The names of animals or of objects that are personified often begin with capital letters, but in school readers they usually begin with small letters because children would not understand why the words begin with capital letters in some places and with small letters in other places.

EXERCISE

Find two examples of personification and bring them to class. Explain how the animals or the objects exhibit human intelligence.

WRITTEN EXERCISE

Write a short composition upon some subject in which you are interested and introduce at least two examples of personification.

ORAL EXERCISE

Read Book III in a good translation of Virgil's *Aeneid* and explain how *Scylla* and *Charybdis* are personifications of Nature.

LESSON 10

Other Figures of Speech

Metonymy is a figure of speech in which the name of one object is put for another object, the two being so related that the mention of one naturally suggests the other.

The man lighted his pipe.

Every one understands that this means that the man lighted the contents of the pipe.

ORAL EXERCISE

Show how each of the following illustrates metonymy.

1. The kettle boils.
2. The pen is mightier than the sword.
3. The proprietor of the hotel sets a good table.
4. The pupils in our class are studying Shakespeare.

Exercise

Find or make at least two good examples of metonymy.

Synecdoche is a figure of speech in which a part is substituted for the whole or the whole for a part. Thus, —

She has sèen sixteen summers.

This means that she has lived sixteen years. Summer is a part of a year.

Oral Exercise

Explain how each of the following illustrates synecdoche.

1. The man has eight mouths to feed.
2. There were twenty sail in the harbor.
3. The world knows his efficiency.
4. Five hundred hands are employed in the mill.
5. The snows of sixty winters whitened his beard.

Exercise

Find or make at least two good examples of synecdoche.

Irony is a figure of speech in which the meaning intended is the opposite of that which is expressed.

Irony is often used in everyday life. A boy shooting at a target may fail to hit it, and a friend may say, "That's a good shot!" The friend really means that it is a poor shot.

When irony is used in a scornful, taunting, or sneering way, it is known as *sarcasm*. Sarcasm should be used with great care.

Exercise

Find or make at least two good examples of irony. Examples may often be found in stories.

Tautology is the repetition of the meaning in other words.

The expression *a triangle of three sides* is an example of tautology because every triangle has three sides. The addition of the

words *of three sides* is a useless repetition of the idea. In effect it is the same as *a three-sided figure of three sides.* All tautological expressions should be carefully avoided.

ORAL EXERCISE

Give sentences which contain tautological expressions and show how they should be corrected.

ORAL EXERCISE

Read Lowell's *Vision of Sir Launfal* and be prepared to explain to the class the most striking figures of speech that you find. How many kinds do you find?

LESSON 11

The Right Use of Words

All right *Already*

The form *alright* is often incorrectly used for *all right.* Compare *all right* and *already.*

WRITTEN EXERCISE

Write five sentences, in each of which the expression *all right* is used correctly.

Either *Neither*

Either or *neither* is used to mean *one of two.*

Wrong: *Either* of the five boys can do the work.
Right: *Any one* of the five boys can do the work.

Right: *Neither* of the two boys wore his hat.

EXERCISE

Give sentences, using the words *either* and *neither* correctly.

Written Exercise

Write five sentences, in each of which one of the words *either* or *neither* is used correctly.

About *Almost*

The word *about* should not be used in the sense of *almost.*

Wrong: He is *about* ready to go.
Right: He is *almost* ready to go.

Right: The giant trees are all *about* him.

Oral Exercise

Give sentences, using the words *about* and *almost* correctly.

That kind *This kind*

The expressions *those kind* and *these kind* should not be used.

Wrong: *Those kind of apples* are very good.
Right: *That kind of apple* is very good.

Wrong: *These kind of days* will make the corn grow.
Right: *This kind* of day will make the corn grow.

Exercise

Give sentences, using correctly *that* and *this* with the word *kind.*

Written Exercise

Write five sentences, in each of which the expression *that kind* is used correctly.

Write five sentences, in each of which the expression *this kind* is used correctly.

CHAPTER X

DESCRIPTION

You may have visited a friend living in a country town when the apple trees were in bloom. Perhaps there was one tree that especially pleased you. You came home and tried to tell your friends about the tree so that they could see it in their imaginations. You tried to make a word picture of the tree. Such a word picture is called a *description*. Perhaps the best definition of description that we can give is this:

A *description* is a word picture.

The purpose of description is to make the reader see or feel what the writer sees or feels. In a picture the whole scene is presented at once; but in a written description the image is produced in the mind by the presentation of details, one after another, in such order and manner that the reader gets a harmonious view of the whole. Generally the most essential and characteristic points are mentioned, and the lesser details are left to the imagination. The skill of the writer is shown by his ability so to guide the imagination of the reader that the picture develops in the mind as a picture on a canvas.

Although we study description in a chapter by itself, we use it in nearly all forms of discourse and composition. If we wish to give an account of an event, we must first describe the surroundings and the conditions in order that our friends may understand the account. We often find it necessary to combine description with an explanation.

LESSON 1

Point of View

Suppose a friend living at a distance has asked us to send pictures of our school building. We find the point in front of the building where the best view of it is obtained and place our camera there for a picture. The place where the camera stands is the *point of view.* Then we find a position where a good view of one side of the building is obtained and take a picture with the camera at this point. This is another point of view. If we wish to show a portion of the interior of the building, we place the camera at one side of a room and take a picture from this point of view.

In labeling a picture, it is not often necessary to mention the point of view, as it can usually be understood from the picture itself, but sometimes it is desirable to mention the location of the camera.

If we do not possess a camera, we may write a description that will give our friend nearly as good an impression of the building as he would get from the camera. In writing the description, we must follow the same plan that we used in taking the pictures. This means that we may describe the front, then the side, and then the interior of a room, each time mentioning such details only as can be seen from that point of view. It is desirable that we should in some way indicate each change in our point of view. Thus, after describing the front, we may write, "Going around to the campus at the side, we see ——." Sometimes the change in the point of view will be understood from the description so that it will not be necessary to mention it.

The following description of the interior of a home is from "The Sketch Book." Explain how the point of view from which each room is seen is indicated in the description.

From this piazza the wondering Ichabod entered the hall, which formed the centre of the mansion and the place of usual residence. Here rows

of resplendent pewter, ranged on a long dresser, dazzled his eyes. In one corner stood a huge bag of wool ready to be spun; in another a quantity of linsey-woolsey just from the loom; ears of Indian corn and strings of dried apples and peaches, hung in gay festoons along the walls, mingled with the gaud of red peppers; and *a door left ajar gave him a peep into the best parlor* where the claw-footed chairs and dark mahogany tables shone like mirrors; andirons with their accompanying shovel and tongs glistened from their covert of asparagus tops; mock-oranges and conch-shells decorated the mantel-piece; strings of various colored birds' eggs were suspended above it: a great ostrich egg was hung from the centre of the room, and a corner cupboard, knowingly left open, displayed immense treasures of old silver and well-mended china.

WASHINGTON IRVING

ORAL EXERCISE

The story of the two shields is an excellent illustration of the importance of a clear understanding of the point of view, and the story is introduced here for that reason although it is not a description. Each man was right from his own point of view, but he failed to remember that there was another point of view.

Read the story and show how the whole trouble was caused by a failure to remember that there were two points of view.

BOTH SIDES OF THE SHIELD

Many years ago a British prince set up a statue to the Goddess of Victory at a point where four roads met. The goddess held a spear in her right hand, and her left rested on a shield. One side of the shield was of gold, and the other side was of silver. On each side there was an inscription. One day a knight in black armor met a knight in white armor at the statue, and they both stopped to examine it and to read the inscription.

"This golden shield" — began the black knight after examining it for some time.

"Golden shield!" interrupted the white knight, who was looking at the other side. "If I have eyes, this is silver."

"You may have eyes, but they cannot see," replied the black knight. "If I ever saw a golden shield, this is one."

The quarrel grew so fierce that it ended in a challenge. The knights turned their horses and rode back for some distance. Then they placed their spears in the rests and charged at each other with great fury. They came together with such force that both were thrown from their horses, and they lay on the ground, bleeding and stunned.

A good Druid that was traveling this way found them in this condition and applied a healing balm to their wounds. When they became conscious, he asked what had caused their quarrel.

"This man declares that shield is silver," said the black knight.

"He insists that it is gold, and any one can see that it is silver," cried the white knight.

"Both of you are right, and both of you are wrong," said the Druid. "If either of you had stopped to look at the opposite side of the shield, as well as at the one that you saw first, all this trouble might have been avoided. In the future, never enter into any dispute until you have fairly considered both sides of the question."

Oral Exercise

Read the following description. Explain the point of view from which the beginning of the description is made. If the point of view is changed, mention the place where the change is made and explain the location of the new point of view.

St. Paul's is on a scale of grandeur excelling everything I have yet seen. The dome seems to stand in the sky as you look up to it; the distance from which you view it, combined with the atmosphere of London, gives it a dim, shadowy appearance that perfectly startles one with its immensity. The roof from which the dome springs is itself as high as the spires of most other churches; blackened for two hundred years with the coal-smoke of London, it stands like a relic of the giant architecture of the early world. The interior is what one would expect to behold after viewing the outside. A maze of grand arches on every side encompasses the dome, which you gaze up at as at the sky, and from every pillar and wall look down the marble forms of the dead. There is scarcely a vacant niche left in all this mighty hall so many are the statues that meet one on every side.

Bayard Taylor

Oral Exercise

The two pictures illustrate the difference caused by a change in the point of view. The subject of the pictures is an old house in Brooklyn, N.Y., which, according to tradition, was built by a Hessian officer after the War of the Revolution. It would seem that he liked the country, which he came to help conquer, so well that he decided to make it his home. The first picture, taken from a point of view at the front, shows a rather dilapidated old building. The second picture, taken from a point of view on the opposite side, shows a very attractive and interesting building.

Describe the house as seen in each picture and explain the difference in the effect produced by the different points of view.

Written Exercise

Write a letter to a friend, describing from at least two points of view a public building with which you are familiar. Indicate each point of view.

LESSON 2

Order in Description

A description should be arranged according to a definite order. When we see a building that is new to us, at first we get a general impression as of massiveness or great height. Then we notice details. The details should be described in the order in which we should see them, beginning at any given point. In describing a building, we naturally begin at the top or at the bottom and mention the details in order, starting from this point and going up or down. The general impression is often omitted in a description.

Another plan is to group together characteristics or qualities which are naturally associated. If you are describing the appearance of a person, your arrangement of details will be different from what it would be if you were describing his characteristics.

FRONT VIEW

REAR VIEW

Exercise

Study the following description of the Salem customhouse written by Hawthorne. Notice that the first paragraph serves as an introduction and gives the general impression.

The second paragraph describes the building in detail. Where does the writer begin the description? What order does he follow? At what part of the building does the description end? What general direction is followed in the description? Does the description give you a vivid impression of the building?

THE SALEM CUSTOMHOUSE

At the head of this dilapidated wharf, which the tide often overflows, and along which at the base and in the rear of the row of buildings the track of many languid years is seen in a border of unthrifty grass, — here, with a view from its front windows adown this not very enlivening prospect and thence across the harbor stands a spacious edifice of brick.

From the loftiest point of its roof during precisely three and a half hours of each forenoon floats or droops, in breeze or calm, the banner of the republic; but with the thirteen stripes turned vertically instead of horizontally and thus indicating that a civil and not a military post of Uncle Sam's government is here established. Its front is ornamented with a portico of half a dozen wooden pillars supporting a balcony, beneath which a flight of wide granite steps descends towards the street. Over the entrance hovers an enormous specimen of the American eagle with outspread wings, a shield before her breast, and, if I recollect aright, a bunch of intermingled thunderbolts and barbed arrows in each claw.

From *The Scarlet Letter*

Oral Exercise

Read the following selection. Mention the point of view. Tell where the author began his description, the order which he had in mind in mentioning the different objects, and the place at which his description ends.

With books closed name the things mentioned in the descrip-
e order that the author follows.

Give the same description in the reverse order.

He saw a long, low, red-walled house, a house with tall, octagonal chimneys, high gables, and stone-mullioned windows looking towards the south. A broad terrace with a red brick parapet ran the whole length of the house. A moat surrounded the place, a stretch of still black water that spread below the south-west corner of the terrace into a great, calm pool. Then came lawns and trees, trees in the glory of their growth, cedars, pines, yews, beeches, oaks. Seen from Whitethorn Hill, they seemed to crowd close about the house, wreathing its warm redness with shadowy mystery, throwing their sun patterns upon the lawn and across the moat. The park filled the trough of the valley and spread up the flanks thereof; groups of ancient beeches reared their silver-grey boles out of masses of rust-red leaves; old thorn trees were ready to break into blossom; clumps of daffodils were flowering in the grass; towards the north the purple line of the forest cut the blue of the April sky.

DEEPING

EXERCISE

Read the following description of Washington's home and study the picture. The first paragraph is introductory. Notice that the description of the house forms a part of the whole description and is, at the same time, a complete description in itself. What is the probable point of view? Is the point of view changed? Explain the order that is followed in the description of the house. Explain the order that is followed in the whole description. Be prepared to give the description orally or to write it.

MOUNT VERNON

The mansion of Mount Vernon stands on a lofty green bluff and commands a wide and delightful view of rolling woods and river, retreating into that alluring blue mist which haunts southern horizons.

The mansion house itself is of wood squared in blocks of a cream color. It has an immense portico with stone steps and with large pillars going to the top of the second story, which is surmounted by a cupola and a balustrade.

Somewhat removed from the house are the kitchens, smokehouse and laundry, the spinning and weaving houses, the remains of the servants'

quarters, and the stables. On the whole, it seems to have been rather a princely residence according to the manner of life in its day.

On the lawn is a very large magnolia tree planted by Washington himself and some ash trees. On one side of the house is a garden also laid out by Washington.

From *The Youth's Companion*.

Written Exercise

Write a letter to a friend in a distant city, describing from one point of view the exterior of a tall building with which you are familiar. Follow an orderly arrangement in your description.

LESSON 3

Accuracy in Description

It is important that a description should be accurate. Suppose that a child whom you know is lost, and you are called upon to write a description of him. To be of any value, it must be so accurate that the policemen will recognize the child from your description. Perhaps you are asked to write an advertisement of a house that is for sale. Here again your description must be accurate. It is worth while to learn to see accurately and to describe accurately.

Oral Exercise

Describe one of the following accurately and clearly. Bring your outline to class.

Manual training. 1. The steel square. 2. A lathe. 3. Mission furniture. 4. A bitstock. 5. A hand plane. 6. A plow. 7. A spokeshave. 8. A hammer.

Sewing. 1. A paper of needles. 2. A paper pattern. 3. A sewing machine. 4. An ironing board. 5. A sleeve board. 6. A sewing apron.

School interests. 1. The teacher's desk. 2. A pupil's desk. 3. The assembly room. 4. A tablet arm chair. 5. A window shade. 6. The ς fountain. 7. The pencil sharpener. 8. The table in the school

THE HOME OF WASHINGTON

library. 9. The schoolroom clock. 10. A portion of the interior of the gymnasium.

Out-of-door interests. 1. A maple seed. 2. A thistle seed. 3. A deserted building. 4. An old bridge. 5. A canoe. 6. A motor boat. 7. A butterfly. 8. A spider. 9. A humming bird's nest. 10. A crow's nest. 11. A dog. 12. A ranch house.

Exercise

In *Landor's Cottage* Edgar Allan Poe describes an imaginary scene with great accuracy. Read the description. Give an account of the way in which he reaches the point from which he saw the view; describe the house, the interior, the occupants. Explain the change in the point of view. Make a plan of the house and grounds from Poe's description.

Write a description of a scene with which you are familiar and try to make your description as accurate as Poe's.

Written Exercise

Write a letter to a friend who has never visited your town or city. Describe your schoolhouse so accurately that he will recognize it when he sees it.

LESSON 4

Vividness in Description

A description should be more than a mere enumeration of subjects; it should be so vivid that the hearer or the reader will get a mental picture of the person or object described. If a landscape is the subject of a description, the reader should feel the impression that the scene made upon the writer.

Oral Exercise

Read the following description of a glorious fall morning. It is impossible to read it and not to enter into the spirit of the writer. Describe the morning as the writer saw it.

THE MORNING

Look! There is a patch of bright yellow radiance on the peak of the tent. The shadow of a leaf dances over it. The sun must be shining. Good luck! and up with you for it is a glorious morning.

The woods are glistening as fresh and fair as if they had been new created overnight. The water sparkles, and tiny waves are dancing and splashing all along the shore. Scarlet berries of the mountain ash hang around the lake. A pair of kingfishers dart back and forth across the bay in flashes of living blue. A black eagle swings silently around his circle far up in the cloudless sky. The air is full of pleasant sounds, but there is no noise. The world is full of joyful life, but there is no crowd and no confusion. There is no factory chimney to darken the day with its smoke, no trolley car to split the silence with its shriek and smite the indignant ear with the clanging of its impudent bell. No lumberman's ax has robbed the encircling forests of their glory of great trees. No fires have swept over the hills and left behind them the desolation of a bristly landscape. All is fresh and sweet, calm and clear and bright.

From *Fisherman's Luck* by HENRY VAN DYKE

ORAL EXERCISE

Here is a description of a scene that is of an entirely different character. The first paragraph is an introduction. The second paragraph describes the ranch. It is a vivid word picture. What one word expresses the spirit of the description? Describe the scene.

A RANCH

The word *ranch* is a contraction of the Spanish word *rancho*, which means a hut covered with branches or thatch for herdsmen or a farming establishment for the raising of horses and cattle. The word has a seductive sound. It suggests beautiful and picturesque surroundings, green trees, running streams, and a life of freedom and plenty; and I shall not soon forget the disappointment with which I first looked upon a Colorado ranch.

I saw a small unpainted house a story and a half high; a few outbuildings built of logs in the roughest manner; no fences, not a tree in sight, not a bush; chips and other litter all around; tin cans lying about

in abundance; a most desolate looking spot with discomfort and deprivation staring one in the face at every point.

From *The Youth's Companion*

Exercise

Here is a pen picture of heat and drought. Describe the worst period of heat and drought that you can remember. Make your description as vivid as possible.

One afternoon some summers ago I was in Wichita, in the state in which I then lived, and about five o'clock in the evening I took the south-bound Sante Fé train for Wellington, a town some thirty miles to the south. It was a southern Kansas afternoon in late August. The early and the later rains had given the farmers matured crops in abundance before the season of drought had come, but now for days and days the hot winds like the breath from a super-heated furnace had swept across the prairies, filling the baked and hardened ground with wide fissures that gaped with repulsive thirstiness. The grass, dried and browned by heat of sun, seemed tinder-box-like to invite devouring flame. The corn blades wrinkled and curled under the blast of heat until the gaunt stalks seemed bereft of everything save drooping ears.

The sun had shone with increased brightness and burned with increased fervor in a sky that seemed always to have been cloudless. The very air danced with heat waves that brought tears to strained eyes; the cattle on parched pastures sought in vain for the brooks, creeks, springs, and ponds long since licked up by the thirsty sun. The barbed wire fences stretched miles and miles away like heated lines of silver, glistening in the sunlight. The buildings in towns and cities cast perspiring frowns; the very pavements reflected back to the heavens the burning heat-rays they refused to absorb, and men almost lifeless began to inquire, "Will it ever rain again?"

Dr. Guy Potter Benton

Exercise

Here is a *wet* pen picture. Describe the worst rain storm that you remember. Make your description as vivid as possible.

There could not be a more somber aspect of external nature than as then seen from the windows of my study. The great willow tree had

caught and retained among its leaves a whole cataract of water to be shaken down at intervals by the frequent gusts of wind. All day long, and for a week together, the rain was drip-drip-dripping and splash-splash-splashing from the eaves and bubbling and foaming into the tubs beneath the spouts. The old, unpainted shingles of the house and outbuildings were black with moisture, and the mosses of ancient growth upon the walls looked green and fresh as if they were the newest things and afterthought of Time. The usually mirrored surface of the river was blurred by an infinity of raindrops. The whole landscape had a completely water-soaked appearance, conveying the impression that the earth was wet through like a sponge; while the summit of a wooded hill, about a mile distant, was enveloped in a dense mist where the demon of the tempest seemed to have his abiding-place and to be plotting still direr inclemencies. NATHANIEL HAWTHORNE: *Mosses from an Old Manse*

EXERCISE

Select one of the following and be prepared to give your description orally or to write it. Make it as vivid as possible so that the hearer or the reader will get a clear mental picture of what you describe and will become as much interested in it as you are.

1. Our summer camp. 2. An old mill. 3. A deserted house. 4. A dilapidated tenement house. 5. A thunderstorm. 6. A sea gull and its flight. 7. A beautiful scene on a brook. 8. A flower garden. 9. The trees after a snowstorm. 10. Pussy willows in spring. 11. An attractive piazza. 12. An iron foundry. 13. The street after a snowstorm. 14. The street on a very hot day. 15. A very hot night. 16. A forest fire. 17. A distant view of the Rockies. 18. An orange tree loaded with fruit.

EXERCISE

Describe a bit of scenery in or near your town or city.

EXERCISE

Samuel Taylor Coleridge in *The Ancient Mariner* gives vivid descriptions. Read the poem and reproduce the description of the Antarctic Ocean and the albatross, daytime on the tropical ocean, nighttime on the tropical ocean.

Oral Exercise

Select several of the following and explain what feeling the selection arouses (cheerfulness, happiness, grief, mystery, ridiculousness, grandeur). Explain how the author produces the effect that he desires to produce.

The Last Leaf. — Oliver Wendell Holmes.
Tampa Robins. — Sidney Lanier.
Vision of Sir Launfal (Prelude to Part I). — Lowell.
Thanatopsis. — William Cullen Bryant.
Apostrophe to the Ocean (from *Childe Harold's Pilgrimage*). — Byron.
The Daffodils. — Wordsworth.
The appearance of the star
(from *Ben Hur*, Book I, Chapters 10 and 11). — Lew Wallace.
The courtroom
(from *A Tale of Two Cities*, Book III, Chapter 6). — Dickens.
Ichabod Crane on horseback
(from *The Legend of Sleepy Hollow*). — Irving.
Chingachgook at the death of his son
(from *The Last of the Mohicans*, Chapter 33). — Cooper.

Exercise

Describe the scene shown in the picture *After the Storm.* Try to imagine yourself standing in the road on a cold winter day and describe the scene as it would appear to you under that condition.

LESSON 5

Vividness and Beauty

We are accustomed to associate vividness in description with a scene that is unusual or in some way striking; but it may be applied to a description of a scene that is calm and peaceful, and such a description may at the same time possess beauty. Explain how the following descriptions are both vivid and beautiful.

AFTER THE STORM

The first snow came. How beautiful it was, falling so silently all day long, all night long, on the mountains, on the meadows, on the roofs of the living, on the graves of the dead! All white save the river, that marked its course by a winding, black line across the landscape; and the leafless trees, that against the leaden sky now revealed more fully the wonderful beauty and intricacy of their branches. What silence, too, came with the snow, and what seclusion! Every sound was muffled, every noise changed to something soft and musical. No more tramping hoofs, no more rattling wheels! Only the chiming sleigh-bells, beating as swift and merrily as the hearts of children. H. W. LONGFELLOW

His stronghold was situated on the banks of the Hudson in one of those green, sheltered, fertile nooks in which the Dutch farmers are so fond of nestling. A great elm tree spread its broad branches over it, at the foot of which bubbled up a spring of the softest and sweetest water in a little well formed of a barrel, and then stole sparkling away through the grass to a neighboring brook that babbled along among alders and dwarf willows. Hard by the farmhouse was a vast barn that might have served for a church, every window and crevice of which seemed bursting forth with the treasures of the farm. The flail was busily re-

sounding within it from morning till night; swallows and martins skimmed twittering about the eaves; and rows of pigeons — some with one eye turned up, as if watching the weather; some with their heads under their wings or buried in their bosoms; and others swelling, and cooing, and bowing about their dames — were enjoying the sunshine on the roof. . . . A stately squadron of snowy geese were riding in an adjoining pond, convoying whole fleets of ducks. Regiments of turkeys were gobbling through the farm-yard, and guinea-fowls fretting about it like ill-tempered housewives with their peevish, discontented cry. Before the barn-door strutted the gallant cock, that pattern of a husband, a warrior, and a fine gentleman, clapping his burnished wings and crowing in the pride and gladness of his heart, sometimes tearing up the earth with his feet, and then generously calling his ever hungry family of wives and children to enjoy the rich morsel which he had discovered. IRVING

ORAL EXERCISE

Read one of the following descriptions and be prepared to give in class the description that you select and to explain why it possesses vividness and beauty.

The First Snowfall. — LOWELL.
The House of Seven Gables
(from *The House of Seven Gables*, Chapter I). — HAWTHORNE.
The Alhambra (from *The Sketch Book*). — IRVING.
Grand Pré (from *Evangeline*). — LONGFELLOW.
Kenilworth Castle (from *Kenilworth*, Chapters 25 and 26). — SCOTT.
A sunset (from *The Lady of the Lake*, Canto I). — SCOTT.

LESSON 6

Descriptions of Interiors

Study the following descriptions of interiors. In the description of the boat house the first paragraph is introductory.

THE BOAT HOUSE

If it had been Aladdin's palace, roc's egg and all, I suppose I could been more charmed with the romantic idea of living in it.

There was a delightful door cut in the side, and it was roofed in and there were little windows in it; but the wonderful charm of it was that it was a real boat which had no doubt been upon the water hundreds of times and which had never been intended to be lived in, on dry land. That was the captivation of it to me. If it had ever been meant to be lived in, I might have thought it small, or inconvenient, or lonely; but, never having been designed for any such use, it became a perfect abode.

It was beautifully clean inside and as tidy as possible. There was a table, and a Dutch clock, and a chest of drawers, and on the chest of drawers there was a tea-tray with a painting on it of a lady with a parasol, taking a walk with a military-looking child who was trundling a hoop. The tray was kept from tumbling down by a Bible: and the tray, if it had tumbled down, would have smashed a quantity of cups and saucers and a teapot that were grouped around the book. On the walls there were some common colored pictures, framed and glazed, of scripture subjects; such as I have never seen since in the hands of peddlers, without seeing the whole interior of Peggotty's brother's house again, at one view. Abraham in red going to sacrifice Isaac in blue and Daniel in yellow cast into a den of green lions were the most prominent of these. Over the little mantel-shelf was a picture of the Sarah Jane lugger, built at Sunderland, with a real little wooden stern stuck on to it; a work of art, combining composition with carpentry, which I considered to be one of the most enviable possessions that the world could afford. There were some hooks in the beams of the ceiling, the use of which I did not divine then; and some lockers and boxes and conveniences of that sort, which served for seats and eked out the chairs.

DICKENS: *David Copperfield*

THE FOREST HOME

The floor was cement, three of the walls heavy screening with mosquito wire inside, the roof slab shingled. On the inner wall was a bookcase, below it a desk, at one side a gun cabinet, at the other a bath in a small alcove beside a closet. The room contained two chairs like those of the veranda, and the bed was a low oak couch covered with a thick mattress of hemlock twigs topped with sweet fern, on which the sun shone all day. On a chair at the foot were spread some white sheets, a blanket, and an oilcloth.

. . . . . .

He led her into what had been the front room of the old cabin, now a large long dining room having on each side wide windows with deep seats. The fireplace backwall was against that of the living room, but here the mantel was bare. All the wood-work, chairs, the dining table, cupboards, and carving table were golden oak. . . . The kitchen was shining with a white hard-wood floor, white wood-work, and pale green walls. It was a light, airy, sanitary place, supplied with a pump, sink, hot and cold water faucets, refrigerator, and every modern convenience possible to the country.

. . . . . .

The girl stood and looked around her with amazed eyes. The floor was pale yellow wood polished until it shone like a table top. The casings, table, chairs, dressing table, chest of drawers, and bed were solid curly maple. The doors were big polished slabs of it, each containing enough material to veneer all the furniture in the room. The walls were of plaster tinted yellow, and the windows with yellow shades were curtained in dainty white.

GENE STRATTON PORTER: *The Harvester*
By permission of Doubleday, Page & Company

EXERCISE

Be prepared to describe orally or in writing one of the following:

1. Our school room. 2. The reading room in the public library. 3. The waiting room at a dentist's office. 4. The interior of a candy store. 5. The principal's office. 6. The interior of a church. 7. The interior of a drug store. 8. The interior of a theater. 9. A Chinese restaurant. 10. The interior of a summer camp. 11. An attic. 12. An engine room. 13. A boiler room. 14. A room on an ocean liner.

ORAL EXERCISE

Study the picture of Martha Washington's kitchen and be prepared to describe it. Arrange the parts of your description according to some definite order. Explain the probable point of view.

MARTHA WASHINGTON'S KITCHEN

Written Exercise

Write a letter to a friend in a distant city and describe the interior of one of the following rooms so accurately that he will get a clear mental picture of it.

1. The typewriting room. 2. The cooking room. 3. The manual training room. 4. A room in my home. 5. The lobby in the post office. 6. A boat house. 7. The packing room on a fruit farm. 8. A court room. 9. A kitchen in a farmhouse. 10. My den.

LESSON 7

Descriptions of Nature

Exercise

Select one of the following and be prepared to give the description orally or to write it. Explain the point of view and the order that the writer had in mind in writing the description.

This ocean river is quite unlike the rivers of the land in point of size. The Mississippi, at a point below its lowest tributary, is about two thousand feet wide and one hundred feet deep. At places it is wider than this, but there it is shallower. The Gulf Stream, at its narrowest point in the Strait of Florida, is more than two thousand feet deep and over forty miles wide.

In point of speed but few navigable rivers in the world equal the Gulf Stream. It hurries along three, four, five, and sometimes over six miles an hour. Even three miles is fast enough to delay or assist in a great degree in the course of twenty-four hours any vessel which happens to be in its influence.

The water is a beautiful deep blue and so clear that one may look far into its depths. On the edge nearest the coast where it presses against the colder shore water its line of meeting with the shore water is frequently so sharply defined that at one end of the vessel you may have the clear warm water from the south, while at the other end is the cold water from the north.

Nature is always wonderful, and one can hardly fail to be impressed by the grandeur of high mountains, lofty precipices, immense forests, glaciers and waterfalls, but the Gulf Stream is the greatest of all of nature's wonders on this earth. It is impossible to realize the immensity of it because it does not appeal to the eye, and the mind can hardly grasp its magnitude by the aid of an array of figures.

From *The Youth's Companion*

The island of Mannahatta spread wide before them, like some sweet vision of fancy, or some fair creation of industrious magic. Its hills of smiling green swelled gently one above another, crowned with lofty trees of luxuriant growth; some pointing their tapering foliage towards the clouds, which were gloriously transparent; and others loaded with a verdant burthen of clambering vines, bowing their branches to the earth, that was covered with flowers. On the gentle declivities of the hills were scattered in gay profusion the dogwood, the sumach, and the wild brier, whose scarlet berries and white blossoms glowed brightly among the deep green of the surrounding foliage; and here and there a curling column of smoke rising from the little glens that opened along the shore seemed to promise the weary voyagers a welcome at the hands of their fellow-creatures.

IRVING

Embosomed amongst a family of lofty mountains, there was a valley so spacious that it contained many thousand inhabitants. Some of these good people dwelt in log-huts with the black forest all around them on the steep and difficult hill-sides. Others had their homes in comfortable farm-houses and cultivated the rich soil on the gentle slopes or level surfaces of the valley. Others, again, were congregated into populous villages where some wild, highland rivulet, tumbling down from its birth-place in the upper mountain region, had been caught and tamed by human cunning and compelled to turn the machinery of cotton-factories. The inhabitants of this valley, in short, were numerous and of many modes of life. But all of them, grown people and children, had a kind of familiarity with the Great Stone Face, although some possessed the gift of distinguishing this grand natural phenomenon more perfectly than many of their neighbors.

HAWTHORNE

Exercise

Be prepared to describe orally or to write the description of one of the following.

1. Moonlight on the water. 2. A campfire at night. 3. An oak tree in October. 4. A clump of white birches. 5. A view from a mountain top. 6. A field of stacked corn. 7. The first violets. 8. A country road. 9. A tree in autumn. 10. After the first frost. 11. The first snowstorm. 12. Clouds in June. 13. The clouds before a thunder shower. 14. A bittersweet vine in autumn. 15. Sunrise or sunset on the ocean. 16. The waves on the beach. 17. The incoming tide. 18. The breakers. 19. A corn field in July. 20. The great American desert. 21. A field of ripening cotton. 22. One of the great trees of California.

Exercise

Be prepared to write or to give orally a description of your favorite bit of scenery.

Written Exercise

Write a letter to a friend in another town or city and describe a lawn, a garden, or a portion of a public park with which you are familiar. Make your description orderly and accurate.

Exercise

Read several of the following nature descriptions and be prepared to give them orally or to write them. Compare the treatment of the same subject by different authors.

Daybreak. — Percy Bysshe Shelley.
Daybreak. — Henry W. Longfellow.
Morning. — John Milton.
Night. — Hartley Coleridge.
Night. — Percy Bysshe Shelley.
The storm (from *David Copperfield*, Volume II, Chapter 26). — Charles Dickens.
The Catskills (from *Rip Van Winkle*). — Washington Irving.
The flood (from *The Mill on the Floss*). — George Eliot.

Note. — The selections may be assigned at the option of the teacher.

LESSON 8

Description of a Person

The description of a person may be confined wholly to his outward appearance, or it may describe mental characteristics only, or it may be a combination of the two. The following selections will illustrate each of these kinds of description. Explain each.

This name of Crane was not unfitting his person. He was tall, but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, feet that might have served for shovels, and his whole frame most loosely hung together. His head was small, and flat at the top, with huge ears, large green glassy eyes, and a long snipe nose so that it looked like a weathercock perched upon his spindle neck to tell which way the wind blew. To see him striding along the profile of a hill on a windy day, with his clothes bagging and fluttering behind him, one might have mistaken him for the spirit of famine descending upon earth, or some scarecrow eloped from a cornfield.

IRVING

His (Napoleon's) intellect was distinguished by rapidity of thought. He understood by a glance what most men, and superior men, could learn only by study. He darted to a conclusion rather by intuition than reasoning. In war, which was the only subject of which he was a master, he seized in an instant on the great points of his own and his enemy's positions; and combined at once the movements by which an overpowering force might be thrown with unexpected fury on a vulnerable part of the hostile line, and the fate of an army be decided in a day. He understood war as a science; but his mind was too bold, rapid, and irrepressible to be enslaved by the technics of his profession. He found the old armies fighting by rule, and he discovered the true characteristic of genius, which, without despising rules, knows when and how to break them.

He understood thoroughly the immense moral power which he gained by originality and rapidity of operation. He astonished and paralyzed his enemies by his unforeseen and impetuous assaults, by the suddenness with which the storm of battle burst upon them, and, whilst giving to his soldiers the advantages of modern discipline, he breathed into them

by his quick and decisive movements the enthusiasm of ruder ages. This power of disheartening the foe and of spreading through his own ranks a confidence and exhilarating courage, which made war a pastime and seemed to make victory sure, distinguished Napoleon in an age of uncommon military talent and was one main instrument of his future power.

W. E. CHANNING

My aunt was a tall, hard-featured lady, by no means ill-looking. There was an inflexibility in her face, in her voice, in her gait and carriage, amply sufficient to account for the effect she had made upon a gentle creature like my mother; but her features were rather handsome than otherwise, though unbending and austere. I particularly noticed that she had a very quick, bright eye. Her hair, which was gray, was arranged in two plain divisions, under what I believe would be called a mob-cap; I mean a cap, much more common then than now, with side-pieces fastening under the chin. Her dress was a lavender color, and perfectly neat; but scantily made, as if she desired to be as little encumbered as possible. I remember that I thought it, in form, more like a riding-habit with the superfluous skirt cut off, than anything else. She wore at her side a gentleman's gold watch, if I might judge from its size and make, with an appropriate chain and seals; she had some linen at her throat not unlike a shirt-collar, and things at her wrists like little shirt-wristbands.

From DICKENS' *David Copperfield*

The frame of the white man, judging by such parts as were not concealed by his clothes, was like that of one who had known hardships and exertion from his earliest youth. His person, though muscular, was rather attenuated than full; but every nerve and muscle appeared strung and indurated by unremitted exposure and toil. He wore a hunting-skirt of forest-green, fringed with faded yellow, and a summer cap of skins which had been shorn of their fur. He also bore a knife in a girdle of wampum like that which confined the scanty garments of the Indian, but no tomahawk. His moccasins were ornamented after the gay fashion of the natives, while the only part of his under dress which appeared below the hunting frock was a pair of buckskin leggings, that laced at the sides, and which were gartered above the knees with the sinews of a deer. A pouch and horn completed his personal accoutrements though a rifle of great length, which the theory of the more ingenious whites had

taught them was the most dangerous of all firearms, leaned against a neighboring sapling. The eye of the hunter, or scout, whichever he might be, was small; quick, keen, and restless, roving while he spoke on every side of him as if in quest of game or distrusting the sudden approach of some lurking enemy. Notwithstanding the symptoms of habitual suspicion his countenance was not only without guile, but, at the moment at which he is introduced, it was charged with an expression of sturdy honesty.

COOPER

EXERCISE

Select one of the following and be prepared to give your description orally or to write it. Make an outline.

1. A hand-organ man. 2. A street car conductor. 3. A policeman. 4. The most interesting person whom you know. 5. A postman. 6. A private soldier. 7. An army officer. 8. A baseball player. 9. A football player. 10. A circus clown. 11. A newsboy. 12. A judge. 13. A young child. 14. A very old man.

WRITTEN EXERCISE

Write a letter to a cousin whom you have never seen. Tell him that you expect to visit him soon and describe yourself so accurately that he will recognize you at the railway station.

ORAL EXERCISE

Describe one of the following characters found in literature. Avoid using the language of the book. Add to the description any details that you think are necessary to give the members of the class a clear understanding of your description.

John Alden (from *Courtship of Miles Standish*). — LONGFELLOW.
Priscilla (from *Courtship of Miles Standish*). — LONGFELLOW.
Aladdin (from *Arabian Nights*).
George Washington (from *Life of Washington*). — EDWARD EVERETT.
Portia (from *Merchant of Venice*). — SHAKESPEARE.
Hamlet (from *Hamlet*). — SHAKESPEARE.
Juliet (from *Romeo and Juliet*). — SHAKESPEARE.
Maggie Tulliver (from *The Mill on the Floss*). — GEORGE ELIOT.

sounding within it from morning till night; swallows and martins skimmed twittering about the eaves; and rows of pigeons — some with one eye turned up, as if watching the weather; some with their heads under their wings or buried in their bosoms; and others swelling, and cooing, and bowing about their dames — were enjoying the sunshine on the roof. . . . A stately squadron of snowy geese were riding in an adjoining pond, convoying whole fleets of ducks. Regiments of turkeys were gobbling through the farm-yard, and guinea-fowls fretting about it like ill-tempered housewives with their peevish, discontented cry. Before the barn-door strutted the gallant cock, that pattern of a husband, a warrior, and a fine gentleman, clapping his burnished wings and crowing in the pride and gladness of his heart, sometimes tearing up the earth with his feet, and then generously calling his ever hungry family of wives and children to enjoy the rich morsel which he had discovered. IRVING

ORAL EXERCISE

Read one of the following descriptions and be prepared to give in class the description that you select and to explain why it possesses vividness and beauty.

The First Snowfall. — LOWELL.
The House of Seven Gables
(from *The House of Seven Gables*, Chapter I). — HAWTHORNE.
The Alhambra (from *The Sketch Book*). — IRVING.
Grand Pré (from *Evangeline*). — LONGFELLOW.
Kenilworth Castle (from *Kenilworth*, Chapters 25 and 26). — SCOTT.
A sunset (from *The Lady of the Lake*, Canto I). — SCOTT.

LESSON 6

Descriptions of Interiors

Study the following descriptions of interiors. In the description of the boat house the first paragraph is introductory.

THE BOAT HOUSE

If it had been Aladdin's palace, roc's egg and all, I suppose I could not have been more charmed with the romantic idea of living in it.

There was a delightful door cut in the side, and it was roofed in and there were little windows in it; but the wonderful charm of it was that it was a real boat which had no doubt been upon the water hundreds of times and which had never been intended to be lived in, on dry land. That was the captivation of it to me. If it had ever been meant to be lived in, I might have thought it small, or inconvenient, or lonely; but, never having been designed for any such use, it became a perfect abode.

It was beautifully clean inside and as tidy as possible. There was a table, and a Dutch clock, and a chest of drawers, and on the chest of drawers there was a tea-tray with a painting on it of a lady with a parasol, taking a walk with a military-looking child who was trundling a hoop. The tray was kept from tumbling down by a Bible: and the tray, if it had tumbled down, would have smashed a quantity of cups and saucers and a teapot that were grouped around the book. On the walls there were some common colored pictures, framed and glazed, of scripture subjects; such as I have never seen since in the hands of peddlers, without seeing the whole interior of Peggotty's brother's house again, at one view. Abraham in red going to sacrifice Isaac in blue and Daniel in yellow cast into a den of green lions were the most prominent of these. Over the little mantel-shelf was a picture of the Sarah Jane lugger, built at Sunderland, with a real little wooden stern stuck on to it; a work of art, combining composition with carpentry, which I considered to be one of the most enviable possessions that the world could afford. There were some hooks in the beams of the ceiling, the use of which I did not divine then; and some lockers and boxes and conveniences of that sort, which served for seats and eked out the chairs.

DICKENS: *David Copperfield*

THE FOREST HOME

The floor was cement, three of the walls heavy screening with mosquito wire inside, the roof slab shingled. On the inner wall was a bookcase, below it a desk, at one side a gun cabinet, at the other a bath in a small alcove beside a closet. The room contained two chairs like those of the veranda, and the bed was a low oak couch covered with a thick mattress of hemlock twigs topped with sweet fern, on which the sun shone all day. On a chair at the foot were spread some white sheets, a blanket, and an oilcloth.

. . . . . .

LESSON 10

Appreciation

EXERCISE

Bring to class the best description that you can find and be prepared to tell why you like it.

LESSON 11

The Right Use of Words

Size *Sized*

The word *size* should not be used as an adjective. The adjective form is *sized.*

Wrong: The papers were fastened together with large *size* pins.
Right: The papers were fastened together with large *sized* pins.

Right: It is necessary to know the *size* of the room.

WRITTEN EXERCISE

Write five sentences, in each of which one of the words *size, sized* is used correctly.

Continual *Continuous*

The word *continual* (adverb, *continually*) means *repeated at frequent intervals.* When we say *Accidents happened in that shop continually,* we mean that one accident followed another, but with an interval between each.

The word *continuous* (adverb, *continuously*) means something that goes on all the time without interruption. Thus, —

The roar of the storm was *continuous.*

Wrong: The men met *continuously* as they went to their work.
Right: The men met *continually* as they went to their work.

Wrong: There was a *continual* flow of water over the dam.
Right: There was a *continuous* flow of water over the dam.

Written Exercise

Write five sentences, in each of which the word *continual* is used correctly.

Write five sentences, in each of which the word *continuous* is used correctly.

Gentleman *Lady*

These words are properly used to refer to culture or refinement. We may say *The president of the society is a gentleman*, meaning that he is a man of culture and refinement.

The words should not be used to designate mere sex. *Man* and *woman* are equally honorable terms. Thus, —

The man who has been elected superintendent of schools is a graduate of Williams.
I have engaged a man to take care of my farm.
The committee engaged a woman for principal of the building.

It is not in good taste to say:

The *gentleman* has bought a new automobile.
The *gentleman* who lives in the next house is my cousin.
The firm has engaged a *lady* for bookkeeper.
I telephoned to the *gentleman* who owns the shop.
We have engaged a *lady* to do our washing every Monday.

It is much better taste to say:

The *man* has bought a new automobile.
The *man* who lives in the next house is my cousin.
The firm has engaged a *woman* for bookkeeper.
I telephoned to the *man* who owns the shop.
We have engaged a *woman* to do our washing every Monday.

There is sometimes a feeling that the terms *man* and *woman* do not show respect for the people to whom they refer, but this feeling is without foundation.

Oral Exercise

Give sentences, using each of the words *gentleman*, *lady*, *man*, *woman* correctly.

Oral Exercise

Study the groups of words in the following list. Be prepared to explain the meaning of each word and the difference in the meanings of the words in the same group. Give sentences to illustrate the meaning of each word.

1.	fewer	less	
2.	most	almost	
3.	real	very	
4.	likely	likable	
5.	fear	afraid	
6.	back	ago	
7.	since	ago	
8.	statue	stature	statute

CHAPTER XI

NARRATION

LESSON 1

Purpose and Plan of Narration

As you meet your friends, you often tell them of incidents in which you have taken part or about which you know. Such an account is called a *narrative.*

A narrative is an orderly account of an event or a series of events.

The purpose of narration is to give an account of events that have occurred, or that might occur, so clearly that the listener or the reader will understand the things that happened nearly as well as if he had seen them for himself. You use narration when you tell a companion about a game that you played or a ride that you enjoyed or any one of the incidents that make up your life.

A narrative is usually told or written either to give information or to interest the hearer or the reader. A history is an example of a narrative that is written to give information. Most of the stories that you read were imagined by the writers and were written to entertain the readers.

A narrative may be the story of a personal experience, as when some one tells about a walk that he has taken, or it may be an account of events in which the speaker or the writer has not taken part, but with which he is familiar. In the first case the speaker or the writer uses the pronoun *I*, and for this reason the narrative is said to be in the *first person.* Notice the stories that you read. Many of the compositions that you have written have been narratives in the first person.

In order that the listener or the reader may understand a narra-

tive clearly, it is often necessary to describe the place, the circumstances, and the characters that are introduced; and for this reason description usually forms a part of a narrative.

In almost every narrative there is some point at which the interest is greatest, and at which the real end of the narrative is reached. This point is called the *climax*. The narrative may stop at this point, or some explanation may be added. In general the climax should be near the end of the narrative in order that the interest of the hearer or the reader may be held to the end.

In telling or in writing a narrative, care should be taken to preserve unity, both in the paragraphs and in the whole narrative.

Another point to keep in mind is coherence. In general, unity and coherence can best be secured by following the order in which the events occurred, or the time order.

A third point is not to change the tense of the verbs. This means that you should not begin a narrative in the present tense and then change to the past, nor change to the present tense after beginning with the past.

NOTE. — The past tense is sometimes changed to the present tense to make the action more vivid.

A narrative may be divided into three parts:

1. The introduction, in which the time, the place, and the conditions are so explained that the hearer or the reader may readily understand the account that follows. In many narratives the introduction is not necessary.
2. The narration of the events. This may be in one or more paragraphs. This part cannot be omitted.
3. The conclusion, which gives the results of the events. In many narratives the conclusion is not necessary.

EXERCISE

The following narrative will illustrate the divisions. Mention the introduction, the narration of the events, and the conclusion. Explain each. Be prepared to give the narrative orally or to write it.

HOW THE AEGEAN SEA GOT ITS NAME

Theseus, son of Aegeus, the king, found the Athenians in great trouble. Every year they had to send to Crete seven young men and seven maidens to feed the Minotaur. This was a monster with the body of a bull, the head of a man, and the teeth of a lion. He was kept in a place called a labyrinth, which had so many rooms, doors, and passages that no one who went in could ever find the way out without help. Minos, king of Crete, had charge of the monster and fed him on human beings.

When the ship was ready to carry the young people away, Theseus went on board as one of the victims. The sails were black because everybody was mourning. Theseus had a set of white sails with him, and he said to the king, "Father, watch for the ship. If she comes home in black, you will know that I have failed. If she carries white sails, you may be sure that I have succeeded."

When they reached Crete, the young people were taken up to the palace that the king might see them. His daughter, Ariadne, was sorry for them all, but she was most sorry for Theseus. She liked him and determined to save him. That night she carried him a sword and a ball of thread.

She told him, "You must go first into the labyrinth; the others must follow you. Take the sword with you and keep the ball of thread in your left hand so that it will unwind as you go. I will hold one end outside the labyrinth. When you wish to come out, wind the thread up carefully and follow it to the outer door."

In the morning Theseus did exactly as she had said. He went far into the labyrinth and saw the Minotaur coming toward him. He gave the ball of thread to one of the young men and said, "If I am killed, run as fast as you can, winding up the thread as you go. You and the others may escape in that way. If I win, stand still and give me back the ball. I will lead you out."

The battle began, and the young Athenians trembled as they watched the fight. The monster was strong and quick, but Theseus was quicker, and his sword was very sharp. After an hour or so of hard fighting the Minotaur was weakened and fell to his knees. Theseus with one swift blow cut off his head, and the danger was over. He wound up the clew, as the ball of thread was called, and it led him and his young friends out into freedom.

When the ship drew near the shore of Attica, King Aegeus was watching from the top of a high rock directly above the sea. He saw a vessel coming, but, alas, her sails were black! In his joy Theseus had forgotten to change the sails from black to white. The poor father thought his son was dead and fell fainting into the sea. Ever afterward it was called, in memory of him, the Aegean Sea.

From *Stories of the Ancient Greeks*,
by permission of Ginn & Company

While description is treated as a separate subject, it forms a part of nearly every narrative. Before we can understand an account of events, it is necessary that we should understand the surroundings. The following paragraph from Cooper's *The Pathfinder* illustrates the combination of description and narration.

The scene was not without its sublimity as the canoe shot into the strength of the stream so that it might quit the spot. The darkness of the night had lessened, but the overhanging woods rendered the shore so obscure that the boats floated down the current in a belt of gloom that effectually screened them from detection. Still, all on board had a strong feeling of insecurity, and even Jasper, who was by this time trembling in behalf of the girl at every unusual sound that arose from the forest, kept casting uneasy glances around him as he drifted on. The paddle was used lightly and only with exceeding care, for the slightest sound in the breathing stillness of that hour and place might apprise the watchful ears of the Iroquois of their position.

LESSON 2

Preparation for Writing a Narrative

In order to write a good narrative, it is necessary for you to be perfectly familiar with the incident about which you are to write. You cannot write clearly about an incident that is not clear in your own mind, and a narrative that is not clear cannot be interesting. After you have chosen your subject and are sure that you are perfectly familiar with it, it will be helpful to make the following preparation before beginning to write:

1. Think the incident through from beginning to end and make notes of the important points. Go over these notes and cut out everything that is not directly connected with the story.
2. Decide upon paragraph topics around which the details can be grouped and collect the details that belong to each topic.
3. Arrange the paragraph topics so that unity in the whole composition will be secured.
4. Make sub-topics for each paragraph topic so that unity in the paragraph will be secured.

EXERCISE

Each one of you knows about some event that was of interest. Think it over and make an outline. For example, if the subject chosen is an accident, the outline may be:

1. Introduction. { Location. / Circumstances.
2. The accident.
3. The result.

The narrative may be used for an oral composition or as a written exercise.

The following subjects are suggestive, but it is not necessary to select one of these.

1. An act of courtesy. 2. The intelligence of a horse. 3. Lost. 4. A washout. 5. A railroad accident. 6. An amusing story. 7. Left in a car. 8. On the wrong train. 9. When the gasoline gave out. 10. A disagreement. 11. A city boy in the country. 12. Caught in a shower. 13. A punctured tire. 14. A round-up.

EXERCISE

Be prepared to tell or to write a narrative upon one of the following topics. Make an outline.

1. When the water froze. 2. A misunderstanding. 3. A lost key. 4. A broken bicycle. 5. The result of carelessness. 6. Feeding birds. 7. A broken vase. 8. A train that was late. 9. A personal incident. 10. Moving a building. 11. Electing our class president. 12. My first fishing trip. 13. A walk after mayflowers. 14. A ride on a merry-go-round. 15. A day in a wheat field.

Written Exercise

Write a letter to an uncle or an aunt, thanking him or her for a birthday gift. Tell what you did on your birthday.

Write a letter to a friend who attends a school of a similar grade in another town or city and give an account of the ceremony in your school of saluting the flag.

Written Exercise

Write the narrative of an imaginary trip to San Juan, Porto Rico. It will be necessary to lay out the route on a map and to study the general physical characteristics of Porto Rico. Study the picture.

1. Introduction.
   - Starting point.
   - Embarking and starting.
2. The voyage.
   - Course.
   - Weather.
   - Places sighted and visited.
   - Interesting events.
3. Conclusion.
   - Arrival at San Juan harbor.
   - Description of harbor as shown in picture.
   - The climate of Porto Rico.

Oral Exercise

For narratives which are full of "local color" read the following and be prepared to tell them to the class. Explain what is meant by "local color."

Among the Corn Rows (from *Main Traveled Roads*) — Hamlin Garland.
The Spell of the Yukon. — Robert W. Service.
Ballads of a Cheechako. — Robert W. Service.
The Lad in the Hemp Field
(from *The Reign of Law*, 1900). — James Lane Allen.

THE WHARF AT SAN JUAN

LESSON 3

Clearness

In addition to unity, coherence, and correct grammatical form certain other qualities are essential in a narrative. One of these is *clearness*. This means that the narrative should be so told that the hearer or the reader can follow it easily and can understand it readily.

EXERCISE

The following narrative is from a book written by a college student who went to sea as a common sailor in an effort to regain his health. The book has been read throughout the English-speaking world. Study the selection and notice how simply and clearly the story is told. Notice the orderly manner in which each detail is mentioned. If you find an introduction and a conclusion, men-

tion each and explain how and why it is used. Mention and explain the climax. Make an outline and bring it to class. Be prepared to give the narrative orally or to write it.

DANGEROUS WORK

Here we were again in this romantic spot, — a perpendicular hill, twice the height of the ship's masthead, with a single circuitous path to the top, and a long sand beach at its base with the swell of the whole Pacific breaking high upon it, and our hides ranged in piles on the overhanging summit. The captain sent me, who was the only one of the crew that had ever been there before, to the top to count the hides and pitch them down.

There I stood again, as six months before, throwing off the hides and watching them pitching and scaling to the bottom while the men, dwarfed by the distance, were walking to and fro on the beach, carrying the hides as they picked them up upon the tops of their heads to the distant boats.

Two or three boat loads were sent off, and all were thrown down when we were delayed by a dozen or twenty hides, which had lodged in the recesses of the hill, and which we could not reach by any missiles, as the general line of the hillside was exactly perpendicular. The captain sent on board for a pair of halyards and requested some one of the crew to go to the top and come down by the halyards. I offered my services and went up with one man to tend the rope.

We found a stake, fastened firmly in the ground, to which we made one end of the halyards well fast and, taking the coil, threw it over the brink. I began my descent by taking hold of the rope and slipping down, sometimes with hands and feet round the rope and sometimes breasting off with one hand and foot against the precipice. In this way I descended until I came to a place which shelved in and in which the hides were lodged. Keeping hold of the rope with one hand, I scrambled in and succeeded in dislodging all the hides. Just below this place the precipice projected again, and, going over this, I could see nothing below me but the sea and the rocks upon which it broke. I got down in safety and for my pains was told that I was a fool to risk my life for half a dozen hides.

Adapted from *Two Years before the Mast*
By R. H. Dana, Jr.

Oral Exercise

Read the following narrative. If you find an introduction and a conclusion, mention each and explain why it is used. Mention and explain the climax. Be prepared to give the narrative orally.

A STIRRING TIME

It is in time of war that the virtue of military obedience finds, naturally, its highest exemplification; but it is occasionally shown to a striking degree in time of peace. A recent writer on popular science, among a group of anecdotes concerning work in the laboratory, tells one of Michael Faraday and a trusted assistant who had formerly belonged to the army. Sergeant Anderson had little learning and understood nothing of science; he had not the faintest idea as to the meaning of the experiments in which he helped his distinguished employer. Nevertheless, Faraday set a high value upon his services, and rightly so. Absolute faithfulness is precious indeed.

One day Faraday directed the ex-sergeant to stir a potful of chemicals over a fire and by no means to stop until he was told that he might do so.

"I am going upstairs to tea," said the scientist; "but directly after I shall come down as usual to work in the laboratory this evening."

But unforeseen circumstances arose to keep him upstairs. He had several visitors in succession whose conversation so distracted his mind that he quite forgot the pot on the fire and the watcher beside it, faithfully swishing circles with a long ladle in the bubbling contents. He bade the last departing caller good night and went serenely to bed, still unremembering.

When he came down the next morning, Sergeant Anderson, weary but indomitable, was still bending over the pot, still swishing the long ladle patiently round and round in all of the mixture that had not boiled away during the night. At Faraday's exclamation he looked up hopefully but without ceasing to ply the ladle.

"I carried out your orders, sir," he said simply. "You told me to keep on stirrin' it."

From *The Youth's Companion*

Oral Exercise

Select some incident from your own experiences and write the narrative. Make an outline for the narrative. One of the following subjects may suggest something. It is not necessary that your narrative shall tell of a hairbreadth escape or a serious accident. Any simple incident that has interested you will be a good subject. Try to tell the narrative simply and clearly.

1. Lost in a department store. 2. The wrong road. 3. An unfriendly dog. 4. A country auction. 5. Helping a stranger. 6. Answering an advertisement. 7. Preparing for a church fair. 8. Learning to ride a bicycle. 9. Learning to swim. 10. The first time I went to a circus. 11. A narrow escape from a fire. 12. A day on a farm. 13. Behind the plow. 14. Caught in a blizzard.

Written Exercise

Write a letter to a friend in which you give an account of a walk, an excursion, or an automobile trip that you have recently taken. Make your narrative clear and simple.

LESSON 4

Movement

Another essential quality in an interesting narrative is *movement*. Every one has had the experience of trying to read a story that was dull and tiresome. We say that the action did not move rapidly enough to make it interesting. This means that, after reading about one interesting event, we had to read too long before we came to the account of another event that interested us. In reading such a story there is always a temptation to skip the parts that are lacking in action and to read the interesting parts only. The movement is likely to be slow in narratives that are largely descriptive.

Movement in narration means that one event follows another in rapid succession.

The first two illustrations that are given below show a rapid movement. The third illustration contains much description, and the movement is slower.

All at once, terrible to relate, the head of the column of cuirassiers facing the English left reared with a fearful clamor. On reaching the culminating point of the crest, furious and eager to make their exterminating dash on the English squares, they beheld a trench — a grave. It was the sunken road of Ohain. It was a frightful moment, — the ravine was there, unexpected, yawning, almost precipitous, beneath the horses' feet and with a depth of twelve feet between its two sides. The second rank thrust the first into the abyss; the horses reared, fell back, slipping with four feet in the air, crushing and throwing their riders. There was no means of escaping; the entire column was one huge projectile. The force acquired to crush the English crushed the French, and the inexorable ravine would not yield till it was filled up. Men and horses rolled into it pell-mell, crushing each other, and making one large charnel house of the gulf, and, when this grave was full of living men, the rest passed over them.

VICTOR HUGO

And it came to pass, when the Philistine arose and came and drew nigh to meet David, that David hasted and ran toward the army to meet the Philistine. And David put his hand in his bag and took thence a stone, and slang it, and smote the Philistine in his forehead so that the stone sunk into his forehead; and he fell upon his face to the earth. So David prevailed over the Philistine with a sling and with a stone and smote the Philistine and slew him, but there was no sword in the hand of David. Therefore David ran and stood upon the Philistine, and took his sword, and drew it out of the sheath thereof, and slew him, and cut off his head therewith. And, when the Philistines saw their champion was dead, they fled. And the men of Israel and of Judah arose, and shouted, and pursued the Philistines until they came to the valley and to the gates of Ekron. And the wounded of the Philistines fell down by the way to Shaaraim, even unto Gath, and unto Ekron. And the children of Israel returned from chasing after the Philistines, and they spoiled their tents. And David took the head of the Philistine and brought it to Jerusalem; but he put his armour in his tent.

The Bible

The other obeyed, and the men left the spot, Deerslayer clearing the way for his companion. In about ten minutes they both broke suddenly into the brilliant light of the sun on a low gravelly point that was washed by water on quite half its outline.

An exclamation of surprise broke from the lips of Deerslayer, an exclamation that was low and guardedly made, however, for his habits were much more thoughtful and regulated than those of the reckless Hurry, when, on reaching the margin of the lake, he beheld the view that unexpectedly met his gaze. It was, in truth, sufficiently striking to merit a brief description. On a level with the point lay a broad sheet of water, so placid and limpid that it resembled a bed of the pure mountain atmosphere compressed into a setting of hills and woods. Its length was about three leagues while its breadth was irregular, expanding to half a league, or even more, opposite to the point and contracting to less than half that distance more to the southward. Of course, its margin was irregular, being indented by bays, and broken by many projecting, low points. At its northern, or nearest end, it was bounded by an isolated mountain, lower land falling off east and west, gracefully relieving the sweep of the outline. Still the character of the country was mountainous; high hills, or low mountains, rising abruptly from the water, on quite nine tenths of its circuit; and even beyond the parts of the shore that were comparatively low the background was high though more distant.

But the most striking peculiarities of this scene were its solemn solitude and sweet repose. On all sides wherever the eye turned, nothing met it but the mirror-like surface of the lake, the placid view of heaven, and the dense setting of woods. So rich and fleecy were the outlines of the forest that scarce an opening could be seen, the whole visible earth, from the rounded mountain-top to the water's edge, presenting one unvaried hue of unbroken verdure. As if vegetation were not satisfied with a triumph so complete, the trees overhung the lake itself; and the whole scene lay bathed in the sunlight, a glorious picture of affluent forest grandeur, softened by the balminess of June, and relieved by the beautiful variety afforded by the presence of so broad an expanse of water.

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EXERCISE

Be prepared to tell or to write a narrative of some real or imaginary personal experience. It may be an excursion or a game in which you have taken part. Anything in which you are interested is a good subject. After thinking the subject over, make an outline. In preparing your narrative, be careful to make it clear by preserving unity and coherence and to give it sufficient

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WRITTEN EXERCISE

THE STORY OF THE OLD MILL

Study the picture of the old mill. Write the story that you think the old mill would tell if it could talk. Read Longfellow's poem, *The Old Clock on the Stairs*, for suggestions.

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THE OLD MILL

the scene and that the events that are related pass before his mind as moving pictures on a screen. It is difficult to explain how this result can be obtained. It is largely due to the spirit of the narrator which is reflected in the narrative. If a boy has just witnessed an intensely exciting game, he unconsciously transfers his own interest to a companion to whom he tells the story of the game. In the oral account the expression, the voice, and the gestures of the speaker aid in conveying the interest to the listener, but in the written narrative these things are lacking, and the feeling must be conveyed by the written words.

Read the following narrative. Which paragraph seems to you to be the most vivid? Explain why it is vivid. Explain how the feeling of vividness is increased by the use of descriptive adjectives. What picture is brought to your mind by the words *A ripple of heightened and expectant interest passed over the audience?* Show how the thrill in the story increases as it goes on. Where does it reach its height? What is this point called? If you were an artist, how many pictures would you make to illustrate the story? Describe them.

A SECOND TRIAL

It was commencement at one of our colleges. The people were pouring into the church as I entered it, rather tardy. Finding the choice seats in the center of the audience room already taken, I pressed forward, looking to the right and to the left for a vacancy. On the very front row of seats I found one.

Here a little girl moved along to make room for me, looking into my face with large gray eyes, whose brightness was softened by very long lashes. Her face was open and fresh as a newly-blown rose before sunrise. Again and again I found my eyes turning to the roselike face, and each time the gray eyes moved, half smiling, to meet mine. Evidently the child was ready to "make up" with me. And when with a bright smile she returned my dropped handkerchief, and I said, "Thank you!" we seemed fairly introduced. Other persons, now coming into the seat, crowded me quite close up against the little girl so that we soon felt very well acquainted.

"There's going to be a great crowd," she said to me.

"Yes," I replied; "people always like to see how school boys are made into men."

Her face beamed with pleasure and pride as she said, "My brother's going to graduate; he's going to speak; I've brought these flowers to throw to him."

They were not greenhouse favorites; just old-fashioned domestic flowers, such as we associate with the dear grandmothers; "but," I thought, "they will seem sweet and beautiful to him for little sister's sake."

"That is my brother," she went on, pointing with her nosegay.

"The one with the light hair?" I asked.

"Oh, no," she said, smiling and shaking her head in innocent reproof; "not that homely one; that handsome one with brown wavy hair. His eyes look brown, too; but they are not — they are dark blue. There! he's got his hand up to his head now. You see him, don't you?"

In an eager way she looked from me to him, and from him to me, as if some important fate depended upon my identifying her brother.

"I see him," I said. "He's a very good-looking brother."

"Yes, he is beautiful," she said, with artless delight; "and he's so good, and he studies so hard. He has taken care of me ever since mamma died. Here is his name on the program. He is not the valedictorian, but he has an honor, for all that."

I saw in the little creature's familiarity with these technical college terms that she had closely identified herself with her brother's studies, hopes, and successes.

"His oration is a real good one, and he says it beautifully. He has said it to me a great many times. I 'most know it by heart. Oh! it begins so pretty and so grand. This is the way it begins," she added, encouraged by the interest she must have seen in my face: "'Amid the permutations and combinations of the actors and the forces which make up the great kaleidoscope of history, we often find that a turn of Destiny's hand —'"

"Why, bless the baby!" I thought, looking down into her bright, proud face. I can't describe how very odd and elfish it did seem to have those big words rolling out of the smiling, childish mouth.

As the exercises progressed and approached nearer and nearer the effort on which all her interest was concentrated, my little friend became

excited and restless. Her eyes grew larger and brighter; two deep red spots glowed on her cheeks.

"Now, it's his turn," she said, turning to me a face in which pride and delight and anxiety seemed about equally mingled. But, when the overture was played through and his name was called, the child seemed in her eagerness to forget me and all the earth except him. She rose to her feet and leaned forward for a better view of her beloved as he mounted to the speaker's stand. I knew by her deep breathing that her heart was throbbing in her throat. I knew, too, by the way her brother came up the steps and to the front that he was trembling. The hands hung limp; his face was pallid, and the lips blue as with cold. I felt anxious. The child, too, seemed to discern that things were not well with him. Something like fear showed in her face.

He made an automatic bow. Then a bewildered, struggling look came into his face, then a helpless look, and then he stood staring vacantly, like a somnambulist, at the waiting audience. The moments of painful suspense went by, and still he stood as if struck dumb. I saw how it was; he had been seized with stage fright.

Alas! little sister! She turned her large, dismayed eyes upon me. "He's forgotten it," she said. Then a swift change came into her face; a strong, determined look; and on the funeral-like silence of the room broke the sweet brave child-voice: "'Amid the permutations and combinations of the actors and the forces which make up the great kaleidoscope of history, we often find that a turn of Destiny's hand —'"

Everybody about us turned and looked. The breathless silence; the sweet, childish voice; the childish face; the long, unchildlike words, produced a weird effect.

But the help had come too late; the unhappy brother was already staggering in humiliation from the stage. The band quickly struck up, and waves of lively music rolled out to cover the defeat.

I gave the little sister a glance in which I meant to show the intense sympathy I felt; but she did not see me. Her eyes, swimming with tears, were on her brother's face. I put my arm around her, but she was too absorbed to heed the caress, and, before I could appreciate her purpose, she was on her way to the shamestricken young man sitting with a face like a statue's.

When he saw her by his side, the set face relaxed, and a quick mist into his eyes. The young men got closer together to make room

for her. She sat down beside him, laid her flowers on his knee, and slipped her hand in his.

I could not keep my eyes from her sweet, pitying face. I saw her whisper to him, he bending a little to catch her words. Later I found out that she was asking him if he knew his "piece" now, and that he answered "Yes."

When the young man next on the list had spoken, and while the band was playing, the child, to the brother's great surprise, made her way up the stage steps and pressed through the throng of professors and trustees and distinguished visitors, up to the college president.

"If you please, sir," she said with a little courtesy, "will you and the trustees let my brother try again? He knows his piece now."

For a moment the president stared at her through his gold-bowed spectacles, and then, appreciating the child's petition, he smiled on her, and went down and spoke to the young man who had failed.

So it happened that, when the band had again ceased playing, it was briefly announced that Mr. —— would now deliver his oration, "Historical Parallels."

A ripple of heightened and expectant interest passed over the audience, and then all sat stone still as though fearing to breathe lest the speaker might again take fright. No danger! The hero in the youth was aroused. He went at his "piece" with a set purpose to conquer, to redeem himself, and to bring the smile back into the child's tear-stained face. I watched the face during the speaking. The wide eyes, the parted lips, the whole rapt being said that the breathless audience was forgotten — that her spirit was moving with his.

And when the address was ended with the ardent abandon of one who catches enthusiasm in the realization that he is fighting down a wrong judgment and conquering a sympathy, the effect was really thrilling. The dignified audience broke into rapturous applause; bouquets intended for the valedictorian rained like a tempest. And the child, the child who had helped to save the day — that one beaming little face, in its pride and gladness, is something to be forever remembered.

SARAH WINTER KELLOGG

Written Exercise

Write a letter to a friend who is attending another high school and tell him how you studied the preceding narrative. Tell what you think of the story that the narrative tells.

LESSON 6

A Vivid Story

The following narrative illustrates clearness, rapidity of movement, and vividness.

Oral Exercise

1. Read the following narrative of a rescue and be prepared to tell it to the class as it is written. Explain why it is vivid. Mention and explain the climax.
2. Be prepared to tell the narrative in the first person, imagining yourself to be Sergeant Vaughan.
3. Be prepared to tell the narrative in the first person, imagining yourself to be the rescued man.

A RESCUE

Sergeant Vaughan went up on the roof. The smoke was so dense there that he could see little, but through it he heard a cry for help and made out the shape of a man standing upon a window sill in the fifth story overlooking the courtyard of the hotel. The yard was between them. Bidding his men follow — they were five, all told — he ran down and around into the next street to the roof of the house that formed an angle with the hotel wing. There stood the man below him, only a jump away, but a jump which no mortal might take and live. His face and hands were black with smoke. Vaughan looking down thought him a negro. He was perfectly calm.

"It is of no use," he said, glancing up. "Don't try. You can't do it."

The sergeant looked wistfully about him. Not a stick or a piece of rope was in sight. Every shred was used below. There was absolutely nothing. "But I couldn't let him," he said to me, months after when he

had come out of the hospital, a whole man again, and was back at work, — "I just couldn't, standing there so quiet and brave." To the man he said sharply:

"I want you to do exactly as I tell you, now. Don't grab me, but let me get the first grab." He had noticed that the man wore a heavy overcoat and had already laid his plan.

"Don't try," urged the man. "You cannot save me. I will stay here till it gets too hot, then I will jump."

"No, you won't," from the sergeant as he lay at full length on the roof looking over. "It is a pretty hard yard down there. I will get you or go dead myself."

The four sat on the sergeant's legs as he swung free down to the waist so he was almost able to reach the man on the window with outstretched hands.

"Now jump — quick!" he commanded: and the man jumped. He caught him by both wrists as directed, and the sergeant got a grip on the collar of his coat.

"Hoist!" he shouted to the four on the roof; and they tugged with all their might. The sergeant's body did not move. Bending over till the back creaked, it hung over the edge, a weight of two hundred and three pounds suspended from and holding it down. The cold sweat started upon his men's foreheads as they tried and tried again without gaining an inch. Blood dripped from Sergeant Vaughan's nostrils and ears. Sixty feet below was the paved courtyard; over against him the window, behind which he saw the back draught coming, gathering headway with lurid, swirling smoke. Now it burst through, burning the hair and the coats of the two. For an instant he thought all hope was gone.

But in a flash it came back to him. To relieve the terrible weight that wrenched and tore at his muscles, he was swinging the man to and fro like a pendulum, head touching head. He could swing him up! A smothered shout warned his men. They crept nearer the edge without letting go their grip on him and watched with staring eyes the human pendulum swing wider and wider, farther and farther, until now with a mighty effort it swung within their reach. They caught the skirt of the coat, held on, pulled in, and in a moment lifted him over the edge.

They lay upon the roof, all six, breathless, sightless, their faces turned to the wintry sky. The tumult on the street came up as a faint echo;

The other obeyed, and the men left the spot, Deerslayer clearing the way for his companion. In about ten minutes they both broke suddenly into the brilliant light of the sun on a low gravelly point that was washed by water on quite half its outline.

An exclamation of surprise broke from the lips of Deerslayer, an exclamation that was low and guardedly made, however, for his habits were much more thoughtful and regulated than those of the reckless Hurry, when, on reaching the margin of the lake, he beheld the view that unexpectedly met his gaze. It was, in truth, sufficiently striking to merit a brief description. On a level with the point lay a broad sheet of water, so placid and limpid that it resembled a bed of the pure mountain atmosphere compressed into a setting of hills and woods. Its length was about three leagues while its breadth was irregular, expanding to half a league, or even more, opposite to the point and contracting to less than half that distance more to the southward. Of course, its margin was irregular, being indented by bays, and broken by many projecting, low points. At its northern, or nearest end, it was bounded by an isolated mountain, lower land falling off east and west, gracefully relieving the sweep of the outline. Still the character of the country was mountainous; high hills, or low mountains, rising abruptly from the water, on quite nine tenths of its circuit; and even beyond the parts of the shore that were comparatively low the background was high though more distant.

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From COOPER'S *Deerslayer*

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"Yes, he is beautiful," she said, with artless delight; "and he's so good, and he studies so hard. He has taken care of me ever since mamma died. Here is his name on the program. He is not the valedictorian, but he has an honor, for all that."

I saw in the little creature's familiarity with these technical college terms that she had closely identified herself with her brother's studies, hopes, and successes.

"His oration is a real good one, and he says it beautifully. He has said it to me a great many times. I 'most know it by heart. Oh! it begins so pretty and so grand. This is the way it begins," she added, encouraged by the interest she must have seen in my face: "'Amid the permutations and combinations of the actors and the forces which make up the great kaleidoscope of history, we often find that a turn of Destiny's hand —'"

"Why, bless the baby!" I thought, looking down into her bright, proud face. I can't describe how very odd and elfish it did seem to have those big words rolling out of the smiling, childish mouth.

As the exercises progressed and approached nearer and nearer the effort on which all her interest was concentrated, my little friend became

The committee will divide the money into 12 different prizes, and, in making the awards for the best flower and vegetable gardens, there will be six prizes in each class or division. There will be two prizes of $5, two of $3, two of $2, and five of $1. The contestants must be between 9 and 15 years old and must care personally for the plots of ground. These gardens will be visited several times during the season. All entries must be made with the school teachers on or before June 15. The vegetable gardens must be at least 100 square feet in area and the flower gardens not less than 50 square feet.

Springfield Republican

BLANK & CO. TO BUILD FOOD BRANCH HERE

DISTRIBUTING STATION WILL OCCUPY ENTIRE BLOCK AT 14TH ST.

Freight Cars to Run into Second Floor as Part of West Side Improvement

An entire block in the lower west side shipping district has been purchased by Blank & Co., and it was announced yesterday that a building will be immediately erected there which will be the largest food distributing branch house in the world. The block is bounded by Fourteenth and Fifteenth streets, Tenth avenue and the Marginal Way, facing the big steamship piers. Blank & Co's purchase was influenced by the immediate need for increased facilities for the distribution of food products and also to relieve the present railroad congestion.

Plans for the new food distributing building will permit freight cars to run into the second floor of the structure from the proposed west side elevated improvement plan, thus eliminating the necessity of unloading quantities of food in New York as is now the case with the limited shipping facilities.

The height of the new structure has not been decided, but it will be fireproof and will contain all of the latest details for the sanitary handling of food products. It will be erected under the general supervision of the Bureau of Animal Industry of the Department of Agriculture, and the plant will be operated under Federal Government inspection. Several old frame buildings are now on the block. The piers of the Cunard, the French, and the White Star lines are opposite.

New York Times

DAKOTA STORM STOPS TRAINS

TRANSCONTINENTAL TRAFFIC TIED UP BY SEVEREST BLIZZARD OF WINTER

FARGO, N. D., Feb. 5. — All railroad traffic in the state is at a standstill as the result of the most severe storm of the winter. Several transcontinental trains were stalled on both the Northern Pacific and Great Northern railroad lines, and branch lines, it is said, will be blocked for several days. All available snowplows are at work.

At Bismarck the wind, which whipped the snow into a blinding blizzard, reached the velocity of fifty-two miles an hour.

Chicago Daily News

WRITTEN EXERCISE

Write in newspaper style a clear and interesting account of a recent event in your town or city or in your school life. Imagine that you are reporting for a local paper.

LESSON 11

The Right Use of Words

EXERCISE

Study the groups of words in the following list. Be prepared to explain the meaning of each word and the difference in the meanings of the words in the same group. Give sentences to illustrate the meaning of each word.

1. calculate	think	5. better	more
2. liable	likely	6. farther	further
3. hanged	hung	7. expect	suspect
4. clothes	clothing	8. hardly	scarcely

CHAPTER XII

EXPOSITION

In your school work and in your activities outside of school you are constantly called upon to explain things. You explain how a problem in algebra is solved, you explain a game to a friend who is not familiar with it, you explain to a visitor to your manual training shop how a machine works, you explain to a stranger how to go to the railroad station by the shortest route. An explanation of this kind is called *exposition.*

Exposition is a clear and orderly explanation.

To be of value, an explanation must be clear, definite, and accurate.

In explaining how to make or to do something that requires time for the process, the best way to secure clearness and definiteness in your explanation is to follow the order which corresponds to the development of the thing to be made or done. For example, if you are explaining how to make a baseball bat, start your directions at the beginning of the work and then go on, step by step, through every process, until your imaginary bat is ready for use. This is the familiar time order.

There is one simple test of the accuracy of your directions which you can apply to your explanation. Read your composition and see if one unfamiliar with the process could produce the desired result by following in order every step of your explanation.

It requires great care to write an exposition of this kind and not to omit any step of the process. A recipe is often lacking in completeness, and the result of its use is a failure unless the housekeeper has the good sense to supply the missing step. A contractor in building a house follows the directions of the architect, but he

often finds that the architect has blundered at some point, and things do not "come out right." You can see how important it is to learn to give directions that are accurate in every detail.

In many cases exposition differs little from narration. Exposition is usually considered to be general, while narration is particular. For example, — if a girl tells how she made a particular plate of fudge, the account would be classed as narration; but, if she tells how to make fudge, her directions would be classed as exposition.

LESSON 1

Illustrations of Exposition

EXERCISE

Select one of the following illustrations of exposition and be prepared to reproduce it orally or in writing.

HOW TO RESTORE RESPIRATION

Occasionally some accident stops a person's breathing and tends to produce suffocation. For example, when a person is submerged in water, he can no longer take air into his lungs. If, however, the drowning person can be removed from the water while the heart still beats, and breathing can be started again, his life can usually be saved. After being taken from the water, the patient should be placed so that the head is lower than the shoulders and turned face downward to allow the water to run out of the mouth and throat.

The process of artificial breathing should then be started. The patient should be placed on his back with the head on a level with the body. The arms should be first pressed against the sides of the body, and then raised outward and upward until they meet above the patient's head. Lifting the arms in this way raises the shoulders and ribs; the size of the chest is thus increased, and air is drawn into the lungs. It is important to know that the air actually passes into the lungs. To be sure of this, the tongue must be drawn forward so as to open the throat and permit the air to pass. After the arms have been lifted, they should be lowered again while a second person, if possible, presses the abdomen and sides

of the body. The lowering of the arms and the pressure on the abdomen tend to force the air out by compressing the chest. The raising and lowering of the arms in this manner should be continued regularly from ten to twelve times a minute, and should be kept up until natural breathing starts. Although this work is hard, it should be kept up for at least two hours if normal breathing is not resumed earlier.

A feather or other light object placed in front of the mouth will show when natural breathing begins. If there is any motion of the feather to indicate natural breathing, the movements of the arms may be stopped. The person should then be wrapped in warm clothing or in blankets, and nature will complete the restoration, although it will be an aid to have the extremities of the patient rubbed during the whole process. This method of restoration should be employed if a person becomes nearly suffocated from any cause. Persons have sometimes been in the water a quarter of an hour or even longer and have still been brought back to consciousness.

From CONN'S *Elementary Physiology and Hygiene*, by permission of Silver, Burdett & Co.

WHERE TO CAMP

Comfort in camp is a matter of knowing how and also largely a matter of experience — profiting by the mistakes made on former trips; but anyone by using a little foresight can select a comfortable, healthful, and, generally, sightly spot for a camp.

The one thing of all to avoid is dampness — it means mosquitoes, poor sleep, and probably sickness. Avoid the vicinity of swamps; they are the breeding places of mosquitoes, and always at night a damp mist rises from them. Do not camp too near the shore of a lake, but, if possible, pitch your tent on high ground. An ideal camp site is on a promontory running out into a lake.

To a large extent the selection of the site should be governed by the presence of good drinking water and the supply of firewood. That sounds obvious, but campers frequently pitch on a spot that has neither wood nor water near at hand. If you cannot find a place where both water and firewood are convenient, camp near the wood. It is easier to keep a supply of water than it is to keep a supply of wood.

Do not pitch your tent in dense timber; it is not only unhealthful, — because it is too shaded, — but also dangerous in wind and in thunder-

storms. If it is impossible to find a clearing, at any rate see that branches, particularly dead ones, do not overhang the tent.

If possible, pitch the tent on a gentle slope toward the lake or river so as to obtain proper drainage. Above and about the sides of the tent dig shallow trenches so that in a hard rain the surface water will not run into the tent. It is desirable to place the tent in such a way that it shall not be shaded at all times; tent, blankets, and clothing should receive a daily airing and sun bath, otherwise they will become musty and a possible source of illness.

A camp site that has just been abandoned by another party should be avoided; but if necessity or great convenience — such as easy access to wood and water — seems to make advisable the selection of such a spot, clean house before you do anything else, and keep your house clean. Do not leave empty tin cans, wrapping paper, or scraps lying about; they make the camp unsightly and attract vermin. At a convenient place far from the tent dig a hole in the ground, and every day bury things of that kind. A dirty camp is a sure sign of the "tenderfoot."

So far the suggestions apply mainly to permanent camps, but they are applicable also to temporary camp sites. When traveling by canoe and camping in a different spot every night, you should begin to look out for your camping place sometime before sundown. Canoe cruising is hard work, and at the end of the day a healthful camp and a comfortable bed are absolutely necessary if you are to be in fit condition to resume your journey the next morning.

Late in the afternoon, even if the sun is still up, go ashore when you see the first good camping place. Do not wait for the next one. It may be miles away. Do not pitch your tent on the very edge of the river; get back from the stream on the higher ground where there are fewer fogs and mosquitoes. If you are tramping in the woods, camp about sundown, or even earlier if you come upon a spring or a clear brook.

If you are a fisherman traveling by canoe and camping at night, choose your camp site early in the afternoon at a point where the river looks favorable for fish. Pitch the tent, make your bed, and get everything ready for supper and the night — then go fishing. From sundown until dark is the best time of day — better even than early in the morning — for bass, brook trout, and all other game fishes.

If possible, set up the camp so that you can fish toward it and not away from it. That means that, when you are through fishing and are

tired out, you will not have a long tramp to reach camp but will make the last cast in your own front yard. It also means usually that the tent will be pitched at the foot of a series of rapids or of a long reach of swift water, and not at the head of the rapids as brook trout and bass are found most often in the lower stretches, and most fishermen like to fish downstream rather than upstream.

If you are to fish from a permanent camp on a lake for black bass or pickerel, choose a site near the inlet or the outlet of the lake or near where some clear spring brook flows into it. In summer such places almost always afford the best fishing as the water is colder there than elsewhere, and game fishes seek water of low temperature.

From *The Youth's Companion*

LESSON 2

Exposition in Description and Narration

Oral Exercise

Often there is no sharp line of demarcation between description, narration, and exposition. The following article on the Gulf Stream is both descriptive and explanatory. Explain the features of the article that make it descriptive and those that make it explanatory.

THE GULF STREAM

What is the Gulf Stream? Whence does it come? Where does it cease to flow? To what cause is it due? These questions have been asked from the time when Columbus made his great voyage of discovery four hundred years ago down to the present day, and even now some of them have not been satisfactorily answered.

Lieutenant Maury began his description of this wonderful phenomenon with the expression, "There is a river in the ocean." The phrase explains in few words exactly what the Gulf Stream is. It flows along the coast of North America from the lower extremity of Florida to Cape Hatteras and thence crosses the Atlantic toward the shores of Europe. Like land rivers, it has its source, the Gulf of Mexico, which is fed from the Caribbean Sea. This in turn receives its water from the eastern Atlantic Ocean into which the Gulf Stream itself pours its own supply,

so that there is, in reality, a grand circular movement of the whole ocean of which the Gulf Stream is a portion.

Our ocean river does not run dry like those on land, nor does it do much harm when, like the Mississippi, it overflows its banks, because its banks are water and can easily be pressed aside. It always flows in about the same place over the bottom, too, and when it does change its position it is only in accordance with a law, which makes it return to its original position after a regular time as certain as that spring follows winter. It does not always flow on the surface of the sea for occasionally it dashes along below the waves; but the same law guides it, and after awhile it is sure to rise again to the light of day.

This river is very warm because it comes from the Gulf of Mexico and the Caribbean Sea where the sun has been heating it for a long time. Of course, after it has left its southern home and is making its journey across the Atlantic, it is gradually becoming cooler; but, nevertheless, it maintains to the shores of Europe, even well up toward the Arctic regions, a much higher temperature than that of the surrounding air or water.

It has its own finny inhabitants and other animal life; curious little fish and crabs that make nests in the floating sea-weed; beautiful little jelly-fish called thimble-fish, floating or swimming near its surface in such countless numbers that at times the waters are brown with them; and the schools of graceful flying-fish, which dart out of the water; and countless myriads of minute animal life floating about so that, when the sun is shining high in the heavens, the water seems to be filled with motes. These little things dying sink to the bottom, and their diminutive skeletons or shells go to form an ooze, which, if exposed to the air and to pressure, resembles chalk.

From *The Youth's Companion*

Oral Exercise

The picture entitled *Haying* shows a harvesting scene on a New England farm. Describe the character of the section of country shown in the picture and explain why the scene is attractive. If you are familiar with the processes of haying, explain them to the class. Let the picture illustrate your explanation.

HAYING

Oral Exercise

The following selections combine narration and exposition. Explain the features of the articles that make them narration and those that make them explanatory.

COLONIAL DEVELOPMENT

The characteristic of the half century from 1690 to 1740 is the quiet and sound development of the colonies and their experience of self-government. The colonial governments were in a sense new creations for there was nothing like them in England. The governors had large nominal powers, but were hedged about by the assemblies and by their instructions; Rhode Island and Connecticut were in all matters except foreign trade and foreign war practically independent little republics, and the other colonies were not much behind them. By force of circumstances the English types of parish meetings and county courts developed in America into vigorous little local governments, which did much to educate the people in the conduct of their own affairs.

The colonists made money by trade and struck off a poor and depreciating currency with their printing presses. A freer spirit prevailed in religion, and it is at this time that religious toleration begins to be general throughout the colonies. Above all, such men as Franklin stood for a sense of common interest and responsibility which might accustom people to think of themselves, from north to south, as essentially one people.

From *Essentials in American History*

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THE WAR OF INDEPENDENCE

In the hostilities which lasted from 1775 to 1781 the British had the most ships, yet they could not break up the American privateering. They had the most men, yet never routed an American army except at Camden, and never captured a large force except at Fort Washington in 1776 and Charleston in 1780. On the other hand, the Americans took the whole army of Burgoyne in 1777 and of Cornwallis in 1781. The British expected the loyalists to make their task easy, but, although about twenty thousand entered the British service, the only loyalist insurrection which

seriously hampered the patriots was in the Carolinas. The British occupied and had to give up Boston, Philadelphia, Newport, and Savannah. The Americans failed in Canada, but seized a large part of the northwestern country, a prize worth ten Canadas.

The British were marvelously weak in generals, while Washington, Greene, Lafayette, Marion, and Sumter are enrolled among the world's great soldiers. The British were divided in Parliament, but English public opinion supported the king, while America was split by the loyalists. Great Britain had a strong, long-established government, but the United States had to form its confederation under fire; and till March 1, 1781, Congress acted without a constitution and depended on the good will of the states.

The most definite reasons for American success were the timely and essential aid of France and the character of Washington, who had the courage and skill to command his troops, the patience to lead Congress and the states, and the heroism to stand to his guns till the very last. His leadership was a proof that the American Revolution was a righteous cause.

From *Essentials in American History*

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LESSON 3

Games

All young people like to play games, but it is not so easy to explain one so simply and clearly that a boy or girl who has never played the game can understand it.

Oral Exercise

Explain how to play tennis, croquet, or any simple game with which you are familiar. Imagine that the other members of the class know nothing about the game and try to make your explanation so clear that they could play it by following your directions. This exercise will require careful preparation.

Exercise

Be prepared to explain one of the following orally or to write your explanation. Make an outline.

Baseball. 1. A sacrifice hit. 2. A foul. 3. A double play. 4. A home run. 5. Strikes and balls. 6. Signals. 7. A forced run. 8. Position and duties of center fielder. 9. Duties of the umpire. 10. Position and duties of the shortstop. 11. Stealing a base. 12. Blocked ball. 13. A bunt. 14. Curved balls. 15. Sliding. 16. Time. 17. Error.

Oral Exercise

Be prepared to explain the picture *A World Series Game.* Explain the point of view. If you recognize the grounds, tell about them. What shows the importance of the game? Explain what happened just before the picture was taken. How can you tell which way the ball went? Did the ball roll on the ground or was it hit into the air? Explain how you know. Explain what will happen next.

Exercise

The Right Use of Words

Amateur *Professional*

An *amateur* in any sport, science, or art is one who follows the sport, science, or art from liking and not as a business. Give sentences to illustrate.

A *professional* is one who follows any sport, science, or art as a means of livelihood. Give sentences to illustrate.

Illustrations

The team was composed of *amateur* players.

A *professional* artist was secured to paint the scenery for the play.

Write five sentences, using the word *amateur* correctly in each.

Write five sentences, using the word *professional* correctly in each.

Note. — The word *amateur* usually conveys the idea of lack of skill as contrasted with the skill implied by the word *professional.*

© Photograph by Underwood & Underwood, N. Y.

A WORLD SERIES GAME

LESSON 4

Directing

It is a great accomplishment to be able to direct a person clearly and accurately so that he can find his way to a certain place.

Oral Exercise

Direct a stranger who is in your schoolroom to one of the points named below. Be prepared to give your directions orally or to write them. Make your directions as brief as possible but do not omit any necessary detail.

1. To your post office. 2. To your public library. 3. To your home. 4. To a park. 5. To a railroad station. 6. To the principal's office. 7. To a department store in your town or city. 8. To the town or city hall. 9. To a physician's office. 10. To a grocery store. 11. To a drug store. 12. To another school building. 13. To the office of a coal dealer. 14. To a public garage. 15. To a hardware store.

Written Exercise

A cousin whom you have never seen and who has never been to your home is planning to visit you. Write a letter and tell him how to get to your home from the railroad station. Remember that he knows nothing about your town or city.

LESSON 5

Arrangement in Exposition

In explaining things in which there is no process of development which requires time, the time order cannot be used, but the explanation should be arranged according to some definite plan. The principles of unity and coherence should always be observed.

Exercise

Select one of the following subjects and study it carefully, making notes of important points. Decide what plan can be followed in the explanation and make an outline. Be prepared to explain the subject orally or to write the explanation.

Plant and animal life. 1. How plants attract bees. 2. Dependence of man upon plants. 3. Points of difference between an animal and a plant. 4. Points of likeness between an animal and a plant. 5. Why animals breathe. 6. How plants breathe. 7. Relation between animals and plants in regard to oxygen.

Civic interests. 1. Significance of the parts of our flag. 2. Civil service. 3. The Australian ballot system. 4. The parcel post. 5. The postal savings system. 6. The public library. 7. Difference between a majority and a plurality. 8. The inheritance tax. 9. An income tax.

LESSON 6

Simple Science

Exercise

Be prepared to explain the following orally or to write an explanation.

1. Why wagons have wheels. 2. Why gas will burn without a chimney and kerosene will not. 3. Why a balloon rises. 4. Why a baseball can be batted farther than a stone. 5. Why we usually see a flash of lightning several seconds before we hear the thunder. 6. Why the air in the upper part of a room is warmer than that near the floor. 7. Why blotting paper takes up ink. 8. Why an axle gets hot if not oiled. 9. How the oil in a kerosene lamp supplies the flame. 10. Why ice floats in water. 11. Why cream rises on milk. 12. Why ice is placed in the top of a refrigerator. 13. Why a rope is shorter when wet. 14. Why moisture gathers on the outside of a pitcher of cold water in summer. 15. Why mercury rises and falls in a thermometer. 16. Why a rolling stone soon stops.

LESSON 7

Simple Science

EXERCISE

Choose one of the following and be prepared to explain it orally or to write your explanation. Make an outline.

Animal life. 1. The life history of a frog. 2. How pearls are formed. 3. The life history of a butterfly. 4. How a fish breathes. 5. Instinct in birds. 6. The formation of coral.

Vegetable life. 1. Value of forests in conserving moisture. 2. How seeds of plants are scattered. 3. How trees grow. 4. Pollination. 5. The parts of a flower. 6. How vegetables like the beet and the turnip prepare for producing seed.

Simple science. 1. A siphon. 2. Uses of friction. 3. A spring. 4. A fountain. 5. Baking powder. 6. Leavening agents. 7. A fountain pen. 8. A compass. 9. A vacuum cleaner.

LESSON 8

Practice in Exposition

EXERCISE

Explain one of the following simply and clearly. Make an outline and make sub-topics to the paragraph topics. Bring your outline to class on a separate sheet of paper.

Cooking. 1. How to clean a milk bottle. 2. How to prepare a cooked cereal. 3. How to bake potatoes. 4. How to set a table for dinner. 5. How to scramble eggs. 6. Value of lessons in cooking. 7. Dangers from impure water. 8. Preserving eggs. 9. Kinds of flour. 10. Sterilization. 11. Gelatin. 12. Compare a gas stove with a coal stove.

Farm interests. 1. How to prepare the ground for a garden. 2. How to lay out a garden. 3. How to plant potatoes. 4. How to plant corn. 5. How to grow large squashes. 6. How to load hay. 7. How and when to spray fruit trees. 8. How to husk corn. 9. Explain the character of soil needed for growing rice.

Home interests. 1. How to keep a lawn in good condition. 2. How to keep gravel walks in good condition. 3. How to care for house plants. 4. How to clean silver. 5. How to clean gloves. 6. How to wash glassware. 7. How to build a coal fire. 8. How to make a penwiper. 9. How to plant sweet peas. 10. How to make a calendar. 11. How to make popcorn balls. 12. How to entertain a party of friends. 13. Why children are quarantined when they have a contagious disease.

Picture study. Study the picture *The Harvesting of Wheat.* Using available sources of information, find what you can about harvesting wheat in the manner shown in the picture. Make an outline and bring it to class. Be prepared to give your composition orally or to write it. Use the picture to illustrate your explanation.

LESSON 9

Practice in Exposition

EXERCISE

Explain one of the following. Select your subject and study it carefully. Make an outline and bring it to class. Be prepared to give your explanation orally or to write it.

Manual training. 1. How to use a circular saw. 2. How a vise operates. 3. How to use a hand drill. 4. How speed is gained in machines. 5. How to make a working drawing. 6. How to make a blueprint.

Sewing. 1. How to make different stitches. 2. How to darn neatly. 3. How to make a buttonhole. 4. How to finish seams and edges. 5. How to do hemstitching. 6. How to press seams.

Cooking. 1. How to make an apple pie. 2. How to make good coffee. 3. How to use a chafing dish. 4. How to make a plain cake. 5. How to build a coal fire in the range. 6. How to use a gas stove. 7. How to make a white sauce. 8. How to make a soft custard.

Out-of-door interests. 1. How a cat catches a bird. 2. How to learn to swim. 3. How to learn to skate. 4. How to make a raft. 5. How to paddle a canoe. 6. How to make butter. 7. How to grow fine asters. 8. How to tap maple trees. 9. How to make turpentine. 10. How to prepare peanuts for market. 11. How to grow ——.

LESSON 10

Practice in Exposition

Exercise

Select one of the following and be prepared to explain it orally or to write your explanation. Make an outline and bring it to class.

Home interests. 1. How to make good sandwiches that are attractive in appearance. 2. How to make lemonade. 3. How to sweep a room. 4. How to pack a lunch for a picnic. 5. How to set a hen. 6. How to pick apples. 7. How and when to prune a grape vine. 8. How to develop a picture. 9. How to make a window box.

Manual training. 1. How to use a lathe. 2. How to drive nails. 3. How to use sandpaper. 4. How to use a hand plane. 5. How to use an auger bit. 6. How to make a box. 7. How to make a mortise and tenon joint. 8. How to weld.

School interests. 1. How to find the area of a rectangular surface. 2. What is meant by *school spirit?* 3. The difference between narration and exposition. 4. How to find the number of board feet in a board. 5. Unity in a composition. 6. A junior high school.

LESSON 11

Oral Exercise

Be prepared to explain orally as many of the following as time permits.

1. Why stamps are used on letters.
2. Why tickets are sold by railroads.
3. Why automobiles are licensed.
4. A cash carrier system in a store.
5. How the firemen in your town locate a fire.
6. Methods of counting people automatically.
7. Why the conductor in a street car is required to ring up a fare.

LESSON 12

Practical Home Subjects

ORAL EXERCISE

Select one of the following subjects and be prepared to talk about it to the class.

1. *Fireplaces.* Does fuel burned in a fireplace give as much heat as the same amount of fuel burned in a stove? Explain. What fuels are used in fireplaces? Explain how each is used. Explain why fireplaces are used at the present time. Explain why the early settlers used fireplaces.
2. *Cooking Stoves.* Name and describe the four kinds of cooking stoves in common use. Explain the advantages and the disadvantages of each and explain under what conditions each kind is used.
3. *Heating.* Name and explain in a general way the common methods of heating houses. Explain the advantages and the disadvantages of each. Explain under what conditions each kind is used.
4. *Lighting.* Name and explain in a general way the common methods of lighting houses. Explain the advantages and the disadvantages of each.
5. *Canning.* Explain the "cold-pack" method of canning fruits and vegetables, and explain its advantages over other methods.

ORAL EXERCISE

PICTURE STUDY

Study the picture *The Modern Method of Harvesting.* Use available sources of information and find out what you can about the use of tractors on farms. Explain the use of a tractor that is shown in the picture.

EXERCISE

COMPARISONS

Oral. Study the three pictures *Haying, The Harvesting of Wheat,* and *The Modern Method of Harvesting.* Describe the section of

country shown in the first picture. Explain why it is an attractive scene. Describe the character of the section of country shown in the second picture. Mention the contrasts between the section of country shown in the first picture and that shown in the second picture. Explain the contrasts in the methods of harvesting shown in the first and the second pictures. Explain the advantages of the harvesting machines shown in the third picture, and show the advantages of the method shown in the third picture over that shown in the second picture.

Written. Be prepared to write a composition of three paragraphs, using the following outline as a guide:

1. A comparison of the sections of country shown in the first and the second pictures.
2. A comparison of the three methods of harvesting.
3. The causes that have led to the different methods of harvesting.

LESSON 13

The Right Use of Words

Affect *Effect*

The verb *affect* means *to act upon, to influence.* The cause may not bring about a complete change. Thus, —

The lack of proper ventilation *affected* the health of the pupils.

The verb *effect* means *to accomplish.* Thus, —

The protests of the parents *effected* a change in the system of ventilation.

The noun *effect* means *that which is accomplished.* Thus, —

The change in ventilation had a good *effect* upon the health of the pupils.

Written Exercise

Write ten sentences, using one of the words *affect, effect* (verb), *effect* (noun), correctly in each. Use each word at least once.

© Photograph by Underwood & Underwood, N. Y.

THE MODERN METHOD OF HARVESTING

A big tractor operating three binders

Practicable *Practical*

Look up these words in a dictionary and be prepared to explain the meaning of each.

A *practicable* plan is one that has not been tried. A *practical* plan is one that has been tried and found to be usable or useful.

Wrong: An automobile is a *practicable* means of conveyance.
Right: An automobile is a *practical* means of conveyance.

Wrong: The method that you suggest seems to be *practical.*
Right: The method that you suggest seems to be *practicable.*

WRITTEN EXERCISE

Write five sentences, using *practicable* correctly in each.
Write five sentences, using *practical* correctly in each.

Intelligent *Intelligible*

Look up these words in a dictionary and be prepared to explain the meaning of each and to give sentences illustrating the correct use of each.

WRITTEN EXERCISE

Write five sentences, in each of which one of the words *intelligent, intelligible,* is used correctly.

Credible *Creditable*

The word *credible* means *worthy of belief.*

The report seems *credible.*

The word *creditable* means *worthy of approval.*

The drawing was very *creditable.*

EXERCISE

Give sentences, using *credible* and *creditable* correctly.

WRITTEN EXERCISE

Write five sentences, in each of which the word *credible* is used correctly.

Write five sentences, in each of which the word *creditable* is used correctly.

CHAPTER XIII

STORY WRITING

THINK over a story that you have read and liked, and you will see that its interest is due to two things. The first is that it has a definite plot, which very often can be told in a few sentences. The second is that the result is not revealed until you reach the end of the story. Perhaps you have read a story that was so interesting that you would not willingly leave it until you found how it "came out." The part that told how it came out was purposely put near the end because, if you had known the result, you would have had less interest in reading the story.

A story is usually a combination of description, narration, and, sometimes, exposition. Description is necessary because you need to know the surroundings. The account of the events that happen is narration. It is sometimes necessary to explain things connected with the story. A story may be an account of things that actually occurred, or the events may be imagined by the writer. In nearly all the stories that you read, the author imagined the events.

LESSON 1

Introductions

In order that the reader may understand a story, it is often necessary to describe the place, the circumstances, and the persons who take a part; and for this reason description usually forms a part of every story or narrative. The descriptions may be placed at the beginning of the story, or they may be introduced as they seem to be required by the reader.

Oral Exercise

Find an interesting short story in a standard periodical like *The Youth's Companion* and be prepared to tell which plan is followed. Explain when and how the place, the circumstances, and the persons are introduced. Tell why you think the author chose the plan that he did.

LESSON 2

Plots

In nearly every story there is a definite *plot* that can be told in a few words.

The short narrative of school life that is given in the following exercise has a very simple plot that may be easily told.

Exercise

Read the following story and be prepared to tell the plot very briefly. Be prepared to write the plot in the form of an outline. Remember that in the outline of a plot each topic does not mean a paragraph.

PHIL'S VALEDICTORY

There was a hush of expectation in the assembly-room of the Belgrade high school when Mr. Castle said, "I will now read the list of those who have been appointed to take part in our commencement exercises. The students appointed are as follows, in the order of their standings: Philip Winters, Guy Fenton," and so on through the list.

Ten seniors tried not to look glad, and the others tried not to look sorry; but everybody looked surprised, too. Guy Fenton not first! And of all boys in the class to precede him, Phil Winters!

Every one knew that Guy was the best student in the senior class and that Phil was just an ordinary, faithful fellow. No one expected him to get an appointment at all. How had it happened?

Guy Fenton's looks were unpleasantly suggestive of a thunder-cloud when he fully realized that his name was not first, and Phil himself

looked hardly less troubled. Then the signal was given, and the classes went out. The busy boys and girls had to put off the discussion of this great event until recess.

At recess Guy Fenton had cleared away his thunder-cloud. He walked straight up to Phil Winters. "Congratulations, old boy!" he said, holding out his hand. "I am thoroughly glad you've got it."

That gave everybody the cue about the valedictorian for Guy was a leader if he was conceited. And after every one had congratulated every one else, the commencement appointments began to be among the accepted facts of the universe and gave place to other subjects of discussion.

But there was a tiny thorn in Phil Winter's side that prevented him from taking the full degree of pleasure in his success. Phil was not conceited, but he enjoyed being at the head as much as Guy Fenton would have enjoyed the distinction.

"I can't see how it happened," Phil said to his mother that night. "Guy always got higher marks than I did."

"Is anything besides scholarship taken into account?" asked Mrs. Winters.

"Yes," answered Phil, thoughtfully. "You know at the Friday morning exercises the teachers all mark, and an average of those marks is counted. But even there Guy is ahead of me, though he broke down once. You see he was always working for the valedictory, and I never thought of anything beyond getting through creditably."

"There might have been an error in the making out of the averages," suggested his mother. Then she purposely said no more. She had been a teacher herself, and a good one, and she knew that her Phil was in brains an ordinary boy and no more; but she had tried to train in him a vision clear to see the right and a will strong to do it. If there had been a mistake, it was Phil's battle, and Phil must fight it.

Phil took the thought she had suggested to bed with him. The surmise that there had been a mistake was not entirely new to him, but he had refused to recognize it until his mother gave it shape. "I do think it would be too awfully mean!" he told himself just before he dropped off to sleep. "I shouldn't have cared if I hadn't had it at all, but to give it up!"

"Mother, do you think I ought not to take it?" he broke out one day at dinner. There was no need to say what "it" was though commencement had not been mentioned between them since the first day.

"Certainly you should take it if you are satisfied that it is yours," answered his mother quietly. She knew the time had come to help her boy by leaving him to help himself.

But was he satisfied? The next day he went to school early with a happier look on his face than had been there for a week.

"Miss Stone," he said, glad to find the English teacher alone, "I can't feel satisfied about my appointment."

"Did you wish a higher grade?" asked Miss Stone with her quizzical smile.

"No, ma'am," said literal Phil. "But I don't think ninety-eight can belong to me because I've never stood as high as lots of the others. Couldn't you look it up again?"

"I don't think it is necessary," said Miss Stone kindly. "The standings were all made out twice, and so many of us could hardly have made a serious mistake. I am glad to see you so conscientious, but I think the place is yours."

"Here is Mr. Castle," she went on as the principal came into the room, "Philip is afraid there is some mistake about his having the valedictory; but I have been telling him how carefully the appointments were made out, and that he need not fear." She looked inquiringly at the principal.

"Not at all," said Mr. Castle, heartily, "and we are all glad to see you come to the front, my lad. The grades were all down in black and white, and your ninety-eight is honestly earned. Don't trouble yourself any more about it. Miss Stone, can you give me the number of students in your classes for the quarterly report?"

Phil felt himself dismissed. He went through the day with a heart that was heavy and light by turns. But Phil's moral processes were sure if they were slow. In the afternoon, having gone over the ground again and come back to his doubts, he was ready to return to the charge.

It was the teachers' meeting day. In the midst of their miscellaneous business he knocked at the office door and entered the room in obedience to Mr. Castle's "Come in!"

The teachers looked amazed. It was a most unusual thing for a pupil to do. Poor Phil with cheeks red and eyes bright blurted out his carefully conned statement without knowing exactly what he said. "I don't think my average ought to be ninety-eight, and, if you please, unless it's dead certain, I'd rather not be on at commencement."

Mr. Castle looked impatient for an instant and then smiled.

"Very well," he said, "as it is a matter of conscience, we will verify the standing at once and make it 'dead certain.'"

Phil turned a shade redder and left the room. He had not meant to use slang, but he did not feel much cast down at Mr. Castle's gibe.

In the morning Mr. Castle announced that a mistake had been made in calculating the averages; that Guy Fenton instead of Philip Winters should have been declared valedictorian, and that Philip Winters did not belong in the first ten at all. Mary Lincoln's standing entitled her to the tenth place.

Phil was too much relieved to regret greatly the loss of his troublesome honor. If he had been sore over it, his mother's words would have healed the hurt. For she led him before his father's picture and said not very steadily:

"Father would be proud of you to-day, my boy. I felt sure you would come up to the best there was in you. But I was anxious, too, for I knew it was very hard. I think you will feel more and more that it was worth while, and that you have won something better than a school honor."

The Youth's Companion

Written Exercise

Using your outline of the plot as a guide, write the story. Do not try to commit the story to memory but write as if it were your own story.

Oral Exercise

The stories given in the list that follows are recognized as some of the best of the short stories in literature. Read one and be prepared to tell it to the class. Before telling the story, give a brief outline of the plot. After you have told the story, explain how and when the circumstances and the persons who take part are introduced. Explain how the interest of the reader is held, and indicate the climax.

Note. — The stories may be assigned at the option of the teacher.

1. *The Signal Man*, by Dickens. 2. *A Man without a Country*, by Edward Everett Hale. 3. *The Cask of Amontillado*, by Poe. 4. *The Bottle Imp*, by Stevenson. 5. *The Ambitious Guest*, by Hawthorne.

6. *Marse Chan*, by Thomas Nelson Page. 7. *A Chapparal Christmas Gift*, by O. Henry. 8. *Ethan Brand*, by Hawthorne. 9. *The Great Carbuncle*, by Hawthorne. 10. *Wandering Willie's Tale*, by Scott. 11. *The Devil and Tom Walker*, by Irving. 12. *The Luck of Roaring Camp*, by Bret Harte. 13. *Plain Tales from the Hills*, by Kipling. 14. *The Chapparal Prince*, by O. Henry. 15. *The Gold Bug*, by Poe. 16. *The Outcasts of Poker Flat*, by Bret Harte. 17. *The Man Who Would Be King*, by Kipling. 18. *The Gift of the Magi*, by O. Henry.

Exercise

Select one of the following plots that interests you and be prepared to tell or to write the story. Give the necessary descriptions and give the persons suitable names.

THE NEW BOY

A new boy joins the school. He is poorly dressed and awkward, and the other boys do not receive him kindly.

There is a ball game between this and a rival high school, and the home team is losing.

The new boy offers to help. At first the other boys laugh at him; but they finally give him a place, and he wins the game.

The boys gather around the new boy and express their gratitude for what he has done.

THE SECRET DRAWER

A man dies, leaving a home for his son and daughter and their mother.

A business man presents a bill that he claims is unpaid. It is so large that the family will have to give up their home to pay it.

In cleaning out her father's desk, the daughter finds a secret drawer, and in this she finds a receipt for the bill.

Conclusion.

THE LOST BILL

A boy who is the only support of his mother secures a position as clerk in an office.

One day a ten dollar bill is lost. The boy is accused of taking it and is dismissed.

Other business men hear of the loss and refuse to give the boy a position.

After a time the money is found behind a drawer in the safe, and the boy is restored to his position at an increased salary.

A LESSON

Two girls who are friends make their own clothes. One is original and invents many things which the other copies.

The original girl forms a plan to make the other appear ridiculous and to teach her a needed lesson.

Conclusion.

THE DREAM

A father, about to leave his home for several days, gives his daughter a package of valuable papers to place in his safe deposit box at the bank. Just at this time a girl friend comes in, and the daughter does not think of the package again until late in the afternoon.

The daughter hunts frantically through the house but cannot find the package. She does not dare to tell her invalid mother about the loss.

At night she is unable to sleep until almost morning. Then she falls asleep and dreams that she finds the package.

When she awakes, she remembers her dream and hastens — (Complete the plot and write the story.)

THE STAGECOACH ROBBERY

The following persons are taking a long journey together in a stagecoach: a timid old lady, a self-possessed young woman, a pompous old gentleman, a fat man, and a quiet man.

The subject of robbers is discussed, and each one tells what valuables he has and where he has concealed them. The old gentleman declares pompously that he is not afraid of robbers. The fat man says frankly that he is afraid.

The stagecoach reaches a quiet place, and some one asks the quiet man if he is worrying about his valuables.

"Yes," he cries in a sharp voice, "and I want all of yours." (Complete the plot and write the story.)

LESSON 3

Plot Making

EXERCISE

Select one of the subjects for which you can imagine a plot. Write the plot in the form of an outline. Be prepared to tell your story to the class or to write it.

1. A bargain. 2. What the clock has seen. 3. The voice. 4. The result of a superstition. 5. A mysterious sound. 6. Saved by a dream. 7. The lost notebook. 8. On the wrong train. 9. An unfortunate trip. 10. A race for life. 11. A story told by a mirror. 12. On a ranch. 13. A mistake in the telegram.

LESSON 4

Plot Making

EXERCISE

Select one of the following subjects for which you can imagine a good plot and write the plot in the form of an outline. Be prepared to tell your story or to write it.

1. A story told by a dog. 2. A fortunate shot. 3. The delayed picnic. 4. A rescue in an automobile. 5. Paying a debt. 6. The hidden treasure. 7. The missing slipper. 8. A trap. 9. Winning the prize. 10. An involuntary ride. 11. The wrong door.

LESSON 5

Original Stories

EXERCISE

Select one of the following subjects for a story. Think out your plot before you begin to write and make your plot in the form of an outline. Then, using this as a framework, write the story. Try to hold the interest of the reader until you reach the climax.

You will naturally use the time order in arranging the details. You may tell it in the first person; that is, tell what you did or saw; or you may write it about some one else. Conversation should be used freely.

1. An old man's story. 2. A forgotten message. 3. In an old trunk in the attic. 4. The concealed door. 5. The letter that I forgot to mail. 6. An act of self-sacrifice. 7. A ghost story. 8. A midnight alarm. 9. My invention. 10. A funny mistake. 11. The wrong umbrella. 12. The postman's story. 13. A strange animal. 14. A night in the woods. 15. Locked in a closet.

LESSON 6

Original Stories

Exercise

Select one of the subjects and imagine a story. Be prepared to tell it to the class or to write it.

1. A small beginning. 2. The golden rule. 3. I forgot. 4. The secret drawer. 5. On a train with no money. 6. A noise in the night. 7. Grandfather's story. 8. Lost and found. 9. A hornet's nest. 10. Lost in the woods. 11. A strange adventure. 12. A deserted house. 13. An old garret. 14. A generous act. 15. The angry farmer. 16. A discovery. 17. A fortunate accident. 18. A runaway. 19. The new boy. 20. A coward at heart.

Written Exercise

Think of a subject that interests you. Make a plot in the form of an outline, and write the story. In the preceding exercises the subjects have been suggested. This exercise gives you an opportunity to show what you can do without assistance.

Written Exercise

Write a letter to a cousin of your own age and tell about the difficulties you have found in writing a short story. Tell him whether you have enjoyed the work or not and why.

NO LUCK

LESSON 7

Picture Study

Study the picture *No Luck*. Why was this title given to the picture? Write the story that one of the boys might tell upon his return to his home. Write the story in the first person.

LESSON 8

The Right Use of Words

Study the groups of words in the following list. Be prepared to explain the meaning of each word and the difference in the meanings of the words in the same group. Give sentences to illustrate the meaning of each word.

1. complement	compliment	5. contemplate	intend
2. quite	very	6. lesser	fewer
3. witness	see	7. partially	partly
4. can not	cannot	8. beside	besides

CHAPTER XIV

ARGUMENTATION

LESSON 1

Form for Simple Argument

NOTE. — The subject of argumentation is taken up step by step. In the first exercises arguments are required on the affirmative side only. The next exercises call for arguments on the negative side. In the exercises that follow arguments may be given on either side; and, finally, formal debates with arguments on both sides are introduced.

AMONG yourselves you are always discussing questions that come up in connection with your school life. Suppose a change is made in some of the school arrangements. You have a very definite opinion as to whether it is fair and advisable or not. Perhaps on your way home you are discussing the matter with a schoolmate. He thinks that the change is a good one, and you think that it is not. You argue about it all the way home. He tells why he thinks the change is wise, and you give your reasons for thinking that it is not and try to show that his reasons are not sound ones. This is a *debate*. A debate in the English class is nothing more than the debate that you had on your way home. The only difference is that the debate in the English class is conducted in a more formal manner.

Remember that simply saying that you think your side is right does not make it so. You must give definite arguments to prove your points.

In giving your arguments in favor of a subject, try to make definite points and to state the points clearly. As an illustration, if you are to speak in favor of *clean streets*, you may make your points like this:

The streets should be kept clean for the following reasons:

1. Clean streets are necessary for the health of the people. Physicians have proved that many diseases are communicated by dust, and that dirty streets act as disease breeders and spreaders. Cities in hot climates that have always been troubled with epidemics have become healthful places in which to live when the streets were cleaned.
2. Clean streets add greatly to the beauty of a town or city. A town in which the streets are kept clean is much more attractive than one in which little attention is given to neatness. The residents take pride in their beautiful town and are likely to be good citizens in such a town.
3. Clean streets add to the value of property. A stranger is much more likely to wish to buy a house and to be willing to pay a good price for it in a town whose streets are neat and clean. A greater demand for real estate always means higher prices. For this reason clean streets are a paying investment.

Therefore the streets should be kept clean for these three reasons: First, because clean streets are necessary to prevent diseases; second, because they add to the beauty of the town and promote good citizenship; and, third, because they add to the value of property.

OUTLINE

1. They promote health of the people.
2. They add to beauty of town or city.
3. They add to value of real estate.

EXERCISE

Choose one of the following and consider it carefully. Be prepared to state or to write arguments in favor of it. Make an outline and bring it to class. If the debate is written, each point should form one paragraph.

1. School fire drills.
2. Writing compositions.
3. Marking recitations.
4. Two sessions for our school.
5. Government by the pupils.
6. Honor system in examinations.
7. Order in the halls.
8. Written examinations.
9. Teaching manual training.
10. Free textbooks for pupils.
11. Free supplies for pupils.
12. Compulsory physical training.

LESSON 2

Arguments for the Affirmative

EXERCISE

Choose one of the following and be prepared to state or to write arguments in favor of it. Make an outline and bring it to class.

1. The study of mythology.
2. The study of algebra.
3. The study of French.
4. The study of German.
5. Good roads in country towns.
6. A school athletic field.
7. A high school course.
8. The commercial course.
9. Credit for home work in music.
10. Credit for home work in domestic science.

EXERCISE

Choose one of the following and be prepared to state or to write arguments in favor of it.

1. Good roads.
2. Fruit growing.
3. Studying ancient history.
4. Reading the daily papers.
5. Reading Shakespeare's plays.
6. Studying English literature.
7. Studying civil government.
8. Raising poultry for a business.
9. Reading novels by well-known writers.
10. A diversity of crops on a farm.
11. Teaching agriculture in the public schools.
12. Specializing on one crop on a farm.
13. Studying the lives and the pictures of the great artists.

LESSON 3

Arguments for the Negative

EXERCISE

Choose one of the following subjects and be prepared to state or to write arguments against it. Try to make definite points and to state them clearly. Make an outline and bring it to class. If the debate is written, each point should form one paragraph.

1. Marking recitations.
2. Moving pictures.
3. Offering prizes.
4. Untidy schoolrooms.
5. Whispering in class.
6. Very large classes.
7. Talking in the halls.
8. Eating candy between meals.
9. Home study.
10. Poor sidewalks.
11. Longer recesses.
12. The habit of being tardy.
13. Careless written work.
14. Compulsory physical training.
15. Two sessions in our school.
16. Required algebra for all pupils.

EXERCISE

Choose one of the following and be prepared to state or to write arguments against it. Make an outline and bring it to class.

1. Reading novels.
2. Sunday baseball.
3. Killing birds.
4. Injuring school property.
5. Disobeying school rules.
6. Wasting school supplies.
7. Sunday moving pictures.
8. Government by the pupils.
9. Teaching manual training.
10. Injuring town or city property.
11. Teaching agriculture in public schools.
12. Trying to disable an opponent in a game.
13. Injuring flowers and shrubbery in public parks.
14. Neglecting studies to spend the time in athletics.

EXERCISE

Choose one of the following and be prepared to state or to write arguments against it. Make an outline and bring it to class.

1. Fire drills.
2. School fire drills.
3. Writing compositions.
4. Monthly tests.
5. Written examinations.
6. The study of Latin.
7. The study of algebra.
8. Free supplies for pupils.
9. Free textbooks for pupils.
10. Honor system in examinations.
11. Credit for home work in music.
12. Credit for home work in domestic science.

EXERCISE

Select one of the following and be prepared to state or to write arguments against it.

1. Playing football.
2. Shooting game for fun.
3. Copying in examinations.
4. The use of tobacco by boys.
5. Spending money for candy.
6. Leaving school to go to work.
7. Leaving the farm to work in the city.
8. Doing careless written work in school.

LESSON 4

Choice of Sides

EXERCISE

Select one of the following and be prepared to state or to write arguments in favor of it or against it as you prefer. Make an outline and bring it to class.

1. All boys should become scouts.
2. Athletics promote school spirit.
3. People should give money to beggars.
4. High school boys should wear uniforms.
5. Baseball is a better game than football.
6. Girls should be taught manual training.
7. Supervised playgrounds should be open on Sundays.
8. Moving picture theaters should be kept open Sundays.

LESSON 5

Debates

When arguments on both sides of a subject are to be given, the subject is called a *question for debate*, and it is usually written in this form:

Resolved: That the city (town) should provide free lunches for the pupils.

Consider this question carefully. At first thought it seems to be a good thing to get the lunches free, especially as there are always some pupils whose parents cannot afford to pay for lunches. Also the lunches will help the pupils who are not strong to stand the work of the day.

Then you remember that each citizen in town helps to pay the expense. It may be that many of the pupils are better able to pay for their own lunches than some of the taxpayers are to pay their share of the cost. After thinking over both sides, you decide whether you think it is better for the town or city to furnish free lunches or not.

Those who speak or write in favor of a question as it reads are said to be on the *affirmative side*. Those who speak or write against it are on the *negative side*.

Each pupil should try to make clear, definite points, and he should state these points distinctly. Then his arguments should be grouped about these points. Before closing his debate, he will do well to review briefly the points that he has tried to make.

Exercise

Select one of the questions and consider it carefully. Be prepared to state or to write arguments on the affirmative or the negative side. Make an outline of your points before coming to class.

NOTE TO TEACHERS. — The teacher may assign two pupils to each question, one on the affirmative side and one on the negative side. The others may be prepared to speak on either side as they wish.

1. Resolved: That penmanship should be taught in the high school.
2. Resolved: That commercial subjects should be taught in the high school.
3. Resolved: That all pupils who whisper should be required to stay one half hour after school.
4. Resolved: That all boys and girls should be obliged by law to attend school until sixteen years of age.
5. Resolved: That all pupils should be obliged to elect some form of athletics.
6. Resolved: That all girls in the high school should be required to study cooking.

LESSON 6

Subjects for Debate

EXERCISE

Be prepared to state or to write arguments on one of the following questions. Make an outline of your points before coming to class.

After a question has been debated orally, the class may like to decide by vote which side has presented the stronger arguments. In casting your vote, remember that your decision should not be based entirely upon the number of points made. The strength of the arguments must also be considered. It might easily be true that one strong point would have more weight than three or four weak points.

NOTE TO TEACHERS. — See note under preceding lesson.

1. Resolved: That grocery stores should be kept open Sundays.
2. Resolved: That the custom of giving Christmas presents is a good one.
3. Resolved: That public libraries should be kept open Sundays.
4. Resolved: That manual training should be taught to all pupils in grammar schools.

5. Resolved: That hunting and fishing for pleasure should be prohibited by law.
6. Resolved: That football games should be prohibited because of the danger of accidents.
7. Resolved: That agriculture should be taught in our high school.
8. Resolved: That the city or town should provide work for the unemployed.
9. Resolved: That a voter should place party loyalty above personal beliefs.
10. Resolved: That every boy in the public schools should learn a trade.

Exercise

Be prepared to state or to write arguments on one of the following questions. Make an outline of your points before coming to class.

1. Resolved: That athletic contests between high schools should be prohibited.
2. Resolved: That written examinations are a fair test of scholarship.
3. Resolved: That military training should be a part of the curriculum in public high schools.
4. Resolved: That athletics are harmful to high schools.
5. Resolved: That Sunday baseball games should be permitted.
6. Resolved: That public schools should be in session throughout the year.
7. Resolved: That all pupils in the public schools should be taught to swim.
8. Resolved: That all children should be compelled by law to attend school until eighteen years of age.
9. Resolved: That pupils should be compelled to report each other in matters of violation of discipline.
10. Resolved: That the pupils in sewing classes should be given credit for work done at home.

Exercise

Be prepared to state or to write arguments on one of the following questions. Make an outline of your points before coming to class.

1. Resolved: That a pupil who copies in an examination should be marked zero.
2. Resolved: That boys should be excused from school to attend big games of baseball or football.
3. Resolved: That each large town or city should provide free moving pictures for the school children.
4. Resolved: That, after leaving school, the ability to write good English will be of more value than a knowledge of arithmetic.
5. Resolved: That the high school should be in session more hours daily than at present.
6. Resolved: That deportment should be given credit on the number of points required for graduation from a high school.
7. Resolved: That all young people who are qualified to do so should be required by law to take a high school course.
8. Resolved: That supervised playgrounds should be provided by each city or town of five thousand or more inhabitants.
9. Resolved: That all high school pupils should be required to study current events as a part of the regular course required for graduation.
10. Resolved: That the moving picture theaters should be supervised by the school department.

LESSON 7

Formal Debate

Debating is an interesting and valuable form of oral composition. The teacher should announce the subject at least one week before the debate. He should also select two speakers for each side. Any subject that is interesting and suitable may be selected. An easy one for the first debate is:

Resolved: That it is of more value to the pupils in a high school to read the newspapers than to read the literature usually offered in high school courses.

The two speakers who are to try to prove that the statement is true are said to be on the *affirmative side.* The two speakers who are to try to prove that the statement is not true are said to be on the *negative side.*

Each pupil selected to debate should study the subject carefully and should make notes of the points that he finds in favor of his side. He should try to make clear definite points supported by an abundance of material.

A few days before the debate the two pupils on the affirmative side should compare the points that they have found. The two on the negative side should do likewise. They should agree also upon the points that each one on his respective side is to give. Each pupil should know his subject so thoroughly that he can speak without notes. This may be difficult at first, but it is better for pupils to learn to be independent of outside aids.

Before the debate begins, the teacher may appoint a pupil to criticize the speakers. The points given on page 21 may be taken as a basis of the criticism.

The teacher may select a pupil to act as chairman, and during the debate he should always be addressed as *Mr. Chairman.*

The cut shows the arrangement of a schoolroom. During a debate the presiding officer may sit at the teacher's desk. The speakers on the affirmative may sit at the small table at the right or the left of the teacher's desk, and the speakers on the negative may sit at the other side.

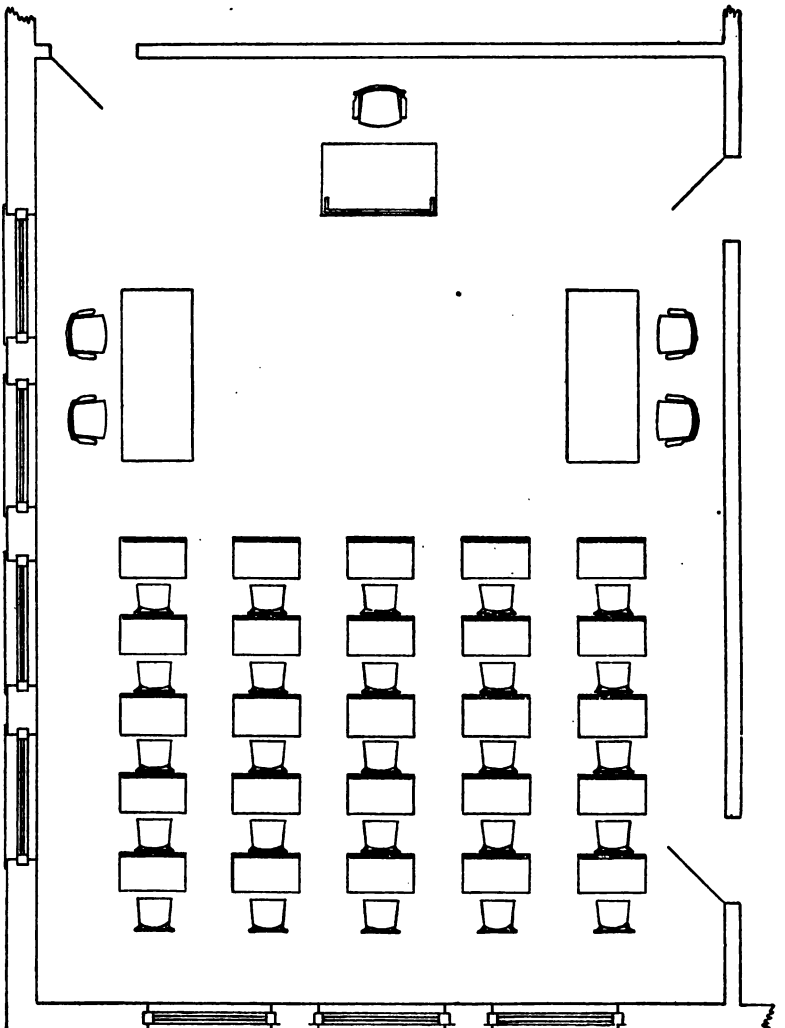
NOTE. — Each speaker is allowed to speak twice. The first time he presents his arguments. The second time he tries to *refute* the arguments presented by his opponents, and for this reason the second speaking is called a *refutation.*

At the opening of the debate the chairman rises and says:

"The subject for debate is, 'It is of more value to the pupils in a high school to read the newspapers than to read the literature usually offered in high school courses.' The debaters to-day are —— ——, affirmative; and —— ——, negative. Each speaker is allowed five minutes for his argument and three minutes for his refutation. The speakers must stop when time is called."

The chairman then announces:

"The first speaker on the affirmative is —— ——."



POSITION OF DEBATERS

After the first speaker has concluded his argument, the chairman announces:

"The first speaker on the negative is —— ——."

This is continued during the debate. The order of the speakers is as follows:

Arguments

First affirmative.
First negative.
Second affirmative.
Second negative.

(*Open to the house*)

Refutation

First negative.
First affirmative.
Second negative.
Second affirmative.

The order may be put on the blackboard until the pupils become familiar with it.

To help make his arguments clear and definite, each debater, in closing his opening speech, may give briefly and clearly the substance on each point. He may say:

"Therefore, 'It is of more value to the pupils in a high school to read the newspapers than to read the literature usually offered in high school courses,' because:

First. (Gives first point.)
Second. (Gives second point.)"

And so on for as many points as he wishes to make.

Each speaker on the negative may make the same closing except that he says,

"Therefore it is not, etc."

While the debaters are presenting the arguments in the first part of the debate, each speaker should make a note of any point presented by an opponent that he wishes to answer.

After the speakers have presented the arguments and before the refutation, the teacher may give the other pupils in the class an opportunity to speak. The debate is then said to be "thrown open to the house." No one of these pupils should be allowed to speak more than once.

The *Refutation* is for the purpose of answering the points made by the opponents, and it is not expected that any new arguments will be presented in this half of the debate.

Each speaker in closing his refutation may say something like this:

"Since I have shown (repeating his original arguments), and since I have refuted the arguments that (giving arguments refuted), I maintain that it is (is not) of more value to the pupils in a high school, etc."

The order of the speakers in the refutation may be the same as that under *Arguments* if desired.

At the close of the debate the pupils may decide by vote which side has won the contest; that is, which side has made the stronger arguments. The pupils should vote upon the arguments that are given and not upon the merits of the subject. They should consider the number and the strength of the arguments on each side. The number of the arguments should not be considered as conclusive evidence of superiority unless they are supported by strong reasons.

The one who was appointed to criticize the speakers may then give his criticism. The criticisms should be constructive. They should show ways in which the debate could be improved. All personalities and jokes should be excluded.

The debate should be dignified and formal. Any personalities and answering-back-and-forth should be promptly checked by the chairman.

A debater should not refer to another debater by name, but as the *first speaker on the negative*, or whatever his position may be.

It is never "good form" to accuse your opponent of falsehood or of bad faith. If you think that a statement that he has made [illegible]e, you may say, "I think my opponent is misinformed in [illegible]" and so on.

While a debater is giving his argument, each debater on the opposite side should follow the argument carefully and should note or remember each point that he wishes to refute.

Debates may be held as often as once in two weeks to advantage, but this is a matter that each teacher must decide for himself.

Political, religious, and local questions about which there is a division of opinion should be avoided in school debates.

It is impossible to give questions that will be suitable for all schools, but the following are suggested:

1. Resolved: That athletics in our high school should be encouraged.
2. Resolved: That for our high school two sessions would be better than one.
3. Resolved: That all the pupils in our high school should be required to take part in some form of athletics.
4. Resolved: That the city (town) should provide lunches in our high school at cost.
5. Resolved: That all the pupils in our high school should be required to do a certain definite amount of home study.
6. Resolved: That the pupils in our public schools should be required by law to provide their own school supplies, except textbooks.
7. Resolved: That the city (town) should be required by law to provide free textbooks and supplies for the pupils in the public schools.
8. Resolved: That all children should be compelled by law to attend school until they complete the grammar school course.
9. Resolved: That it is for the interest of a city (town) to spend money for schools rather than for good roads.
10. Resolved: That all pupils in our high school should be required to study the organization of our town or city government.
11. Resolved: That all pupils in our high school who are not keeping up with their work should be required to attend an afternoon session daily.
12. Resolved: That the ability to speak well in public will be of more value to a pupil after he leaves school than the ability to write correctly.
13. Resolved: That forestry should be taught in all public high schools.
14. Resolved: That the town (city) should own and operate its electric light plant.

15. Resolved: That all telegraph lines should be owned and operated by the United States government.
16. Resolved: That all telephone lines should be owned and operated by the United States government.
17. Resolved: That all express routes should be owned and operated by the United States government.

NOTE. — Many of the questions that have been given under preceding exercises may be used for formal debates.

NOTE TO TEACHERS. — Teachers have found it helpful to give to each pupil a sheet of paper and to ask him to note the points made by each disputant. At the close of the debate the teacher may go to the blackboard, and in one column he may write the points made by the affirmative. The column may be headed by the word *Affirmative*. Then in another column he may write the points made by the negative.

The teacher may then take the first point on the affirmative and explain the process of proof and how the point was refuted by the opposite side, and he may show whether it was really overthrown by the negative or not. A line may be drawn through the points that were successfully refuted. If the point was established by the affirmative, it may be left on the board as proved. The second point may then be treated in like manner, and so on, through the list of points presented by both sides.

The purpose of this work is to train the pupils to use their reasoning powers and to see and to understand what is meant by a *point*.

LESSON 8

Arguments on Subjects Found in Literature

EXERCISE

Read Washington's *Farewell Address*. Be prepared to discuss his treatment of *party spirit*. Write a short argument advocating partisanship in politics to-day.

EXERCISE

Study the following and be prepared to present one of them to the class in the form of an argument.

1. Brutus' speech at the assassination of Caesar in Shakespeare's *Julius Caesar*.
2. Mark Antony's speech at the assassination of Caesar in Shakespeare's *Julius Caesar*.

Exercise

Prepare arguments based on the following:

1. *The Lady or the Tiger*, by Frank Stockton.
2. That the motions in Burke's *Speech on Conciliation* should have been accepted by the English parliament.
3. That Shylock was justified in his desire for revenge. (Shakespeare's *Merchant of Venice*.)
4. That Silas Marner was responsible for his own sufferings. (George Eliot's *Silas Marner*.)
5. That Hamlet was mad. (Shakespeare's *Hamlet*.)
6. That Lady Macbeth was responsible for Macbeth's downfall. (Shakespeare's *Macbeth*.)

Written Exercise

Write a letter to a relative who lives in another town or city and who is in the same year of the high school course that you are. Urge him to go to college with you and convince him that it would be for his advantage to do so.

Write a letter to a cousin who is about to enter a high school in another town or city. Urge him to take the commercial course. Make your arguments convincing by showing the advantages of such a course.

Write to the school board of your town or city and ask the board to grant your school a holiday for the purpose of holding a field day. Present arguments to convince the members of the board that such a holiday would be of greater value to the school than the day spent in regular school work.

CHAPTER XV

CHOOSING A VOCATION

MANY boys and girls will wish to choose a vocation in order that they may elect the studies that will best prepare them for further study or for work after they have graduated. The choice of a vocation is a serious matter, and it should be made carefully and intelligently. A thorough study of the different vocations will be helpful.

EXERCISE

Select the vocation in which you are most interested and get all the information about it that you can. The outline that is given will serve as a guide. You will need to get the facts from every available source. For example, if a boy chooses *law* for his subject, he can get the names and addresses of the best law schools from a lawyer, and, by writing to these, he can get printed material that will give him much information in regard to entrance requirements and courses of study. He can also find books in the school or in the public library that will tell him about the profession.

If a boy is interested in electrical engineering, he should get printed material from technical schools. He may also get a copy of a magazine devoted to the subject. He may find such magazines at newsrooms, or he may read them at the reading room of a public library.

If a girl is interested in teaching, she should get catalogues from normal schools and colleges. One who is interested in the work of a nurse may go to a physician for suggestions in regard to getting information.

The teacher will often be able to direct you to the proper sources for gathering information.

When you have secured all the information that you can, arrange it in an orderly manner, using the outline as a guide, and be prepared to give it orally or to write it.

Outline

1. *Preparation.* The preparation may include the education and training that is required before one is qualified to take up the work to the best advantage. In considering the education, give each step, beginning with the high school, and give the time required to complete each step. Explain where the education beyond the high school may be obtained, and give the approximate cost. State whether there are opportunities for a student while in school to earn enough to pay part or all of his expenses. Is it better to spend the time and money required to get the best possible education and training, or to go to work as soon as one is fitted to secure a position? Give the reasons for your decision.
2. *The Vocation.* Explain the kind of work that is done by a person who follows this vocation. State where employment may be obtained. This means, can the person find employment in his own town or city, or must he go to some other place? Tell whether there are opportunities for advancement after one gets started. Upon what do the opportunities for advancement depend? Is a person always sure of employment?
3. *Financial returns.* What wages or salary may a person expect to receive when he begins? How rapidly may he expect to advance? If he is successful, how much may a person expect to receive after he has been at work for five years? Ten years? Upon what does the amount of the income that may be derived from the vocation depend? This means, does it depend upon the person or upon the conditions in which he is placed?

Questions for Discussion

1. Which is better, to spend the time and the money required to fit a young person for a vocation requiring special training, or to go to work at once after leaving the high school at some employment that will bring immediate returns in money?

2. Is it worth while for a pupil who must pay his own way by working out of study hours and during vacations to spend the time and to make the effort necessary to prepare himself for a profession or a vocation requiring special training?

The Right Use of Words

Avocation *Vocation*

A *vocation* is a person's regular employment or business.

An *avocation* is some employment that is apart from a person's regular work.

A man who is regularly employed as a plumber may play in an orchestra in his spare time. His *vocation* is plumbing, and music is his *avocation.*

ORAL EXERCISE

Give sentences, using the words *avocation* and *vocation* correctly.

WRITTEN EXERCISE

Write five sentences, in each of which one of the words *avocation, vocation* is used correctly. Use each word at least once.

CHAPTER XVI

NEWSPAPERS AND PERIODICALS

LESSON 1

The Daily Paper

BRING to class a copy of a good daily newspaper of recent date.

What information is given on the date line?

Explain what is meant by *Vol.* and *No.*

Some newspapers have advertisements on the first page. Why? Do you like the plan or not? Why?

Read the heading of an article. What do you notice about the use of capital letters? Why is large type used?

Notice that the first line of the heading gives very briefly the subject of the article. The sub-heading gives a very condensed statement of the substance of the article. The first few lines of the article give a more complete but very brief statement; and, finally, the "story" is told in detail in the remainder of the article. Why is the "story" told so many times? Select an article in the newspaper that you have in hand and show how the plan is worked out.

The newspaper is made for busy people: explain how it is possible to glance over the first page and to get a general idea of the important news.

There are many pages in a newspaper: what class of news is given on the first page? Why?

Notice that in many instances a long article is begun on the first page, and at the bottom of the column you find the words *Continued on Page Two, Column 6*, or some similar form. Why was not the article completed on the first page?

Which seems to you to be the most important article on the first page of your paper? Why is it the most important?

In a general way the material that is printed in a newspaper may be arranged under the following classes:

World news. { Foreign. Domestic. Sports.
Local news.
Editorial.
Advertisements.

World news includes accounts of events that are of interest to the people of the whole world, or, at least, to the people in all parts of this country. Explain the sub-topics that are given under this general topic.

Local news includes accounts of events that are interesting to the people who live in or near the city in which the paper is published.

Name the articles on the first page of your paper and tell the class under which they may be placed.

Where is the weather report in your paper? Why is it given a prominent position? Explain why people are anxious to read the weather report. How are people helped by it?

The weather report is prepared at great expense by the United States government. Stations are located in all parts of the country to report at frequent intervals to the central office. Why is this done? How can the weather bureau foretell a storm or a hot wave or a cold wave?

Question for discussion: Do the advantages that the weather reports offer to the people justify the expense?

LESSON 2

The Editorial Section

Find the editorial section in your paper. How do you know that it is the editorial section? In what ways does this section differ in appearance from the other parts of the paper?

What is placed at the head of the first column?

Mention the titles of some of the articles in the editorial section.

How do the editorial articles differ from the articles on the first page?

Every newspaper has a reputation for certain characteristics: what is the reputation of your paper? Ask your friends who are familiar with it.

Like an individual, every newspaper has a political preference or is what is known as *independent:* what is the political preference of your paper?

Read one of the editorials upon a subject in which you are interested. Is it written as a narrative, a description, or an exposition?

What is the purpose of an editorial?

Why is the editor in a better position to understand important public matters than the average reader?

In what ways does a newspaper influence public opinion?

What is the distinction between the editors and the publishers of a newspaper?

Questions for discussion:

1. Should a newspaper strive to influence or to reflect public opinion?
2. Should the publishers of a newspaper be held responsible if they print an untrue statement that is likely to injure the reputation of a person or of a business organization?
3. Should the editors of a newspaper emphasize accounts of crimes that have been committed?

Oral Exercise

Study this example of an editorial and be prepared to tell the substance of it.

GRADE CROSSINGS

New measures are to be taken, as a result of the joint action of two powerful associations, for the protection of highway travelers at railroad grade crossings. Committees of the National Association of Railroad Commissioners, which includes all the state public service commissions, and of the American Railroad Association, in which nearly all of the railroads are represented, have in conference recommended the adoption of a uniform cautionary signal which shall be used at all crossings in the United States. It is proposed that there shall be placed, on each side and at 300 feet from the track, an elevated white circular disk two feet in diameter, bearing a large black cross with appropriate warning words or letters. Many of these are to be illuminated at night. State legislation in support of the project will be sought.

This is good and commendable so far as it goes. But use of these signs will not mark any considerable progress in the work of assuring protection. We now have at crossings signals or signs that are easily seen and whose warning words stare the highway driver in the face. But frequently they are ignored. There are drivers who are not restrained by the guards who are stationed at a few of the crossings or even by closed gates. A long list of deaths in the history of a crossing does not prevent repeated additions to it. Nearly all the fatal casualties at these dangerous junctions of railway tracks and wagon roads in recent years have been due to the action of reckless or thoughtless men on the driver's seat in automobiles. The record shows appalling examples. Returning from the wedding of his daughter, a father drove himself and four members of his family to death. Another family was killed while going home from a funeral — and again it was the father at the wheel. Two weeks ago four women were killed in an automobile at a crossing in Illinois, and in Connecticut a young man and his fiancée lost their lives. These accidents, so called, took place in broad daylight. There were warning signposts, but apparently no attention was paid to them.

Signals and painted warnings, uniform or otherwise, will not prevent all the suffering and the loss that are due to human error and carelessness

on the highway. There is sure protection only in a separation of grades, the elimination of level crossings. But this elimination will be the work of many years, and perhaps it can never be made complete. When a majority of our railroads were built, it seemed necessary to avoid the great cost of carrying the tracks over, or placing them under, the highways. In parts of our country railroads were needed more than absolute safety for highway travelers. And after the steam roads had been constructed, it was very difficult to get rid of the level crossings. It should be borne in mind that very rarely has the railroad company been at fault or deserving of blame for a crossing collision.

In several states provision for a gradual elimination of grade crossings has been made by a division of the cost, the state bearing half or a considerable part of it. The work of separating grades should proceed without interruption. Until it is finished every possible and reasonable effort to protect those who use the highways, by warning signals or otherwise, should be made.

LESSON 3

The Advertising Pages

Where are the advertisements placed in your paper?

Some advertisements are called *classified advertisements* and are grouped under appropriate headings. Read some of these headings. What is the advantage of printing similar advertisements together?

Suppose you are looking for a small tenement. Find the advertisement of one. Explain how you found it.

Suppose you are looking for a position as stenographer. Find an advertisement of a position for which you would like to apply. Explain how you found it.

Suppose you are looking for a position as clerk in a store. Find an advertisement that you might answer. Explain how you found it.

Find a large advertisement. Tell about it. Try to get an idea of the cost of a page advertisement in a large Sunday paper.

What is the price of a single copy of your paper?

How can publishers sell a large paper for that price?

Did the publishers receive any other money return for the paper besides the one cent or the two cents that you paid? Explain.

In what ways are the advertisements an advantage to every one who buys a copy of a paper?

Some publishers are very particular about the character of the advertisements that they print. Why?

Questions for discussion:

1. Should the publishers of a newspaper be held responsible for any loss that may result from a false or misleading advertisement that they print?
2. Should the publishers be expected to consider the character of the advertisements that they print?
3. Has the public a right to expect that an advertisement that is printed in a newspaper shall be a truthful statement of facts?

LESSON 4

Advertisements

An advertisement of any form of entertainment should give the information that those who may read it will wish to know. It should be very brief because people are seldom willing to stop to read a long story. It should be so clear and definite that every one who reads it will understand it at once. Most important of all, an advertisement should be so presented that it will attract attention.

If you are advertising a basketball game, there are four things that the readers will wish to know:

1. *What it is.* The words *Basketball Game* will convey this information. The names of the opposing teams should also be given.

2. *How good it is.* If your team is well-known, the name of the team is a sufficient explanation. If the opposing team is not well

known, a very brief statement about their success in their games may be given. People do not care to see a game unless it is likely to be a good one.

3. *When and where it is.* These facts should be given very clearly but briefly.

4. *What it costs.* The charge for admission should be stated.

If possible, bring printed advertisements to the class. Be prepared to approve or to criticize them.

Written Exercise

1. Write an advertisement of a basketball game.
2. Write an advertisement of a concert to be given by the pupils in your school.
3. Write the advertisement of any entertainment or game in which your school is to take part in the near future.

LESSON 5

The Sporting Page

Find the section in your paper that is devoted to sports.

Explain why the newspapers give so much space to sports.

What classes of sports are given the most prominence in newspapers?

What is the difference between amateur and professional sports?

Are the "big league" games classed as amateur or professional?

Are the football and the baseball games between colleges classed as amateur or professional?

Are members of a college baseball team allowed to play upon professional teams during the summer vacation? Why?

How many columns of your paper are devoted to sports?

Question for discussion: Would the newspapers be of more value to their readers as a whole if they gave less space to sports and more space to other interests?

LESSON 6

The Financial Section

Where is the financial section in your paper?
What is meant by stock market reports?
What is a stock exchange?
What exchanges are reported in your paper?
What other reports are given in the financial section?

LESSON 7

Using the Daily Newspaper

A well educated person must be familiar with the events that are taking place all over the world, and a valuable part of an education is the acquirement of the habit of reading the daily newspapers. This does not mean that any one is expected to read all of any newspaper, but he should make it a part of his daily program to look over a newspaper of recognized standing, and he should learn to discriminate between news of importance that should be carefully read and other news of less value. In many cases the heading with the sub-headings gives all the information that it is necessary to know. The editorial columns of a good newspaper are especially valuable. In these columns trained men explain the most important events in carefully prepared articles.

NOTE. — In the following exercise it will be well for each pupil to have a copy of the same issue of a good daily paper.

EXERCISE

Find the part of the paper that is devoted to world news.

Find the part of the paper that is devoted to local news.

Find the part of the paper that is devoted to unimportant news that can hardly be classed as local or as world news.

Find the part of the paper that is devoted to sporting news.

Find the part of the paper that is devoted to financial news. In what part of most daily newspapers is the section devoted to financial news generally found?

Find the part of the paper that is devoted to the editorial section. In what part of most daily newspapers is the editorial section generally found? What reason can you suggest for its being placed in this position?

Look over the headings and the sub-headings of the world news and find the article that you think is the most important. Tell why you think it is the most important and be prepared to defend your position if the other members of the class do not agree with you.

Look over the editorials and select the one that you think discusses the most important subject. Tell why you think it is the most important.

Question for discussion: Which section of the newspaper could be omitted with the least loss to the reader?

Oral Exercise

Select an item of important world news in any good newspaper and be prepared to tell it to the class. Tell why you think it is important. Copy the heading and sub-headings and bring them to class. Explain how they tell the substance of the item.

Oral Exercise

Select an editorial in which you are interested and be prepared to tell the substance of it to the class. Explain how the form in which the editorial is arranged differs from the form of a news item.

Written Exercise

Select an event of local importance and write a news item on it. Make a suitable heading and a sub-heading. Remember that the heading gives the subject of the item in not more than half a dozen words, and that the sub-heading gives the substance a little

more fully in ten or twelve words. Then the first six or eight lines of the item states the substance again in a condensed form; and, finally, the details are given in the remainder of the article. Study news items in any good paper before beginning to write your account. Bring your item to class at some future time to be designated by your teacher.

Written Exercise

Select some important topic of world news and get all the information upon the subject that you can. Write such an editorial on it as you think might be written for a daily newspaper. Study many editorials in good newspapers before beginning to write. Remember that the form that is followed in a news item is not followed in an editorial. Give your editorial a suitable heading. Some of the editorials may be read to the class.

LESSON 8

The Weekly News Periodicals

The weekly news periodical fills an important place in school work, and it will be very helpful if the regular issues of such publications as *The Independent*, *The Outlook*, and *The Literary Digest* become a part of the school library. A method of keeping an index of important articles is explained under *Card Index* in another part of this book on page 12.

A weekly publication has an advantage over a daily newspaper because it is not printed in haste. The editors have ample time to learn all the facts about events in preparation for their articles. In the office of a great daily newspaper the work is done with the utmost speed, but, in preparing a weekly publication, there is time for greater deliberation and care. For these reasons the weekly periodicals are especially well adapted for school use.

Why is there no sporting section in a weekly publication?

How do the advertisements in a weekly publication differ from those in a daily newspaper?

Oral Exercise

Select in a weekly periodical an article in which you are interested and be prepared to tell the substance of it to the class. Explain how the heading differs from the heading that a similar article would have in a daily newspaper. Explain the reason for this difference. How does the article differ in subject matter and in form from an article in a daily newspaper?

Written Exercise

Select something of local interest and write an article about it that would be suitable for a weekly periodical. Give the article a heading that would be suitable for such a publication.

Written Exercise

Select in a weekly periodical an article in which you are interested and study it carefully. Get all the information upon the subject from other sources that you can. Write the substance of the article that you select; give additional information that you have secured from other sources, stating references in each case; and express your own opinions upon the subject. Be careful to keep distinct the three parts of your composition that have been outlined.

Written Exercise

Select some topic of local interest and write an editorial upon it that would be suitable for a weekly publication. Give the editorial a suitable heading. Some of the editorials may be read to the class.

LESSON 9

The Monthly Magazines

The monthly magazines serve a purpose that is entirely different from that of the daily newspaper because of the time required to print and to issue them. The daily newspaper appears upon

the street in a few hours, sometimes within a few minutes, after the occurrence of the events that are recorded. The monthly magazine "goes to press" days and sometimes weeks before it goes to the subscribers. For these reasons it treats of recent events as history. The editors are able to review an event as a whole, and they have time to consider it carefully in all its bearings. Among the monthly magazines that are especially devoted to the consideration of recent events are *The Review of Reviews* and *The World's Work*. Many of the popular magazines are devoted to stories, descriptions, and articles of general interest. There are also many magazines devoted to special interests. Notice the magazines displayed in any newsroom.

Oral Exercise

Select in one of the monthly magazines an article that interests you and be prepared to tell the substance of it to the class. Tell why the article interests you.

Exercise

Prepare a list of the subjects that form the topics of articles found in an issue of a standard magazine. Give a brief synopsis of each article, telling how the topic is treated. You may give simply the titles of stories.

Exercise

Prepare a list of fifteen of the standard magazines and under the name of each magazine give its general character; and in case of publications devoted to special interests state the interest to which this particular magazine is devoted.

The list may be secured by inspecting the magazines offered for sale in a newsroom. It will be helpful if as many of the pupils as possible will bring copies of some magazines to class so that they may be seen and examined by the pupils.

Written Exercise

Select from a monthly magazine an article in which you are interested and study it carefully. Get all the information you can upon the subject from other sources. Write a composition giving the substance of the article that you selected; the additional information that you secured, stating in each case the source from which it was secured; and your own opinions upon the subject.

LESSON 10

Publishing a Class Paper

A class paper provides an interesting and valuable form of practice in composition. Many schools are provided with a neostyle or a similar duplicating machine on which a satisfactory class paper can be made at very small expense. Each school will necessarily adopt methods that are best adapted to its own conditions, but the following account of the manner in which the publication of a paper was managed by one class may be suggestive.

The paper was published every four weeks during the school year under the title *The Sophomore Chronicle.* The school possessed a neostyle, and the paper was printed upon that.

Immediately after the school year began in September, the teacher appointed five pupils to act as an editorial board for the first issue, and they chose one of their number for editor-in-chief.

As this was the first number of the paper which the class published, the editor-in-chief addressed the class, explaining the purpose and the plan of the editors. He asked the members of the class to submit articles for the paper at the end of the week. On Friday afternoon the editors read the articles that were submitted and selected those that they thought were the best. On Monday afternoon the editors met again and corrected the errors in punctuation, spelling, and grammar that they found in the articles chosen.

They then planned the form of the paper. The first page or cover bore the name of the paper, the number of the volume, the number for the year, the name of the high school, the name of the town and the state, and the date. One of the pupils made the stencil for this page on the thin stencil paper that is designed for hand work. The name of the paper was in Old English letters. The pupil who made this stencil spent a great deal of time upon it, and he made a very attractive cover.

The second page was used as a title page. It gave the name of the paper, the names of the editors, and a table of contents. This page was typewritten. The work was arranged in open form so that it covered nearly the whole page.

The editors arranged the articles for each of the other pages so that in no case was an article incomplete on the page. The pages were typewritten in two columns like the columns of *The Outlook*.

The editorial page was placed in the middle of the paper. At the head of the first column appeared the name of the paper, a statement in regard to the times of publication, and the names of the editors. This section was followed by editorials upon items of interest to the class. At the end of the paper there was a section devoted to jokes and to advertisements.

With the exception of the first page the stencils were made with the typewriter by pupils in the commercial department as a part of their regular work. The making of stencils was the best kind of practice for the commercial pupils because they knew that the pages were to be printed and that every error in the typewriting would show in the printed paper.

The paper was printed with a duplicating machine on ordinary unruled paper, $8 \times 10\frac{1}{2}$ inches. The paper was printed on one side only, and each page was numbered. Enough sheets of each page were printed so that each pupil could receive one copy. After the printing was completed, the sheets were put together in numerical order, and they were secured by three No. 12 sharp pointed brass paper fasteners for each issue.

All the work of preparing the paper with the exception of making the stencils was done by the pupils without any help from the teacher. A clerk supervised the printing, but the actual work was done by the pupils on the editorial board.

The paper was then made the subject of discussion for several class exercises. The pupils brought their papers to class, and each article was read aloud and was carefully criticized in regard to subject matter, form of expression, grammatical correctness, and the use of capital letters and the marks of punctuation. Suggestions were also made in regard to the form of the paper. Errors in typewriting were marked on one copy, and this was returned to the commercial department. At the close of the exercises the teacher appointed the editorial board for the next issue.

While a great deal of time was spent in preparing and criticizing the paper, both teachers and pupils felt that it was time well spent.

LESSON 11

Reporting

Imagine that you are to act as reporter for your school paper. Purchase or make a small notebook of convenient size, and you are ready for work. On being requested to do so by your teacher, you are to report class meetings, meetings of the athletic association, debates, exercises on special days, school games, or any public meetings that you attend.

Suppose that your teacher has requested you to report a class meeting. In your notebook make an entry of the time, the place, and the object of the meeting. Then make a brief note of everything that is said or done. If some one makes a speech, do not try to write all that he says, but put down the important points that he makes and get the substance of what he says. If a motion is made, try to get it in full. Write your report after the meeting.

Written Exercise

Take notes of a meeting or of a class exercise. Write your report and bring it to class.

Note. — As many of the reports as time permits should be read to the class. The other members of the class may criticize each report in regard to accuracy and form.

LESSON 12

Correcting Proof

When a printer receives a manuscript of any kind, whether it is for a book or for a small advertising circular, he "sets it up" in type and prints a copy which he calls a "proof." This proof is sent to the writer to give him an opportunity to make any changes that he wishes to make or to correct any errors that he or the printer may have made. A system of marks for changing or correcting proof has been adopted by common consent, and, as every one is likely at some time to have printing done, it is worth while for every pupil to learn the system of marks. The editors of the school paper may use these marks in correcting the compositions that they select before giving them to the one who is to print the stencils.

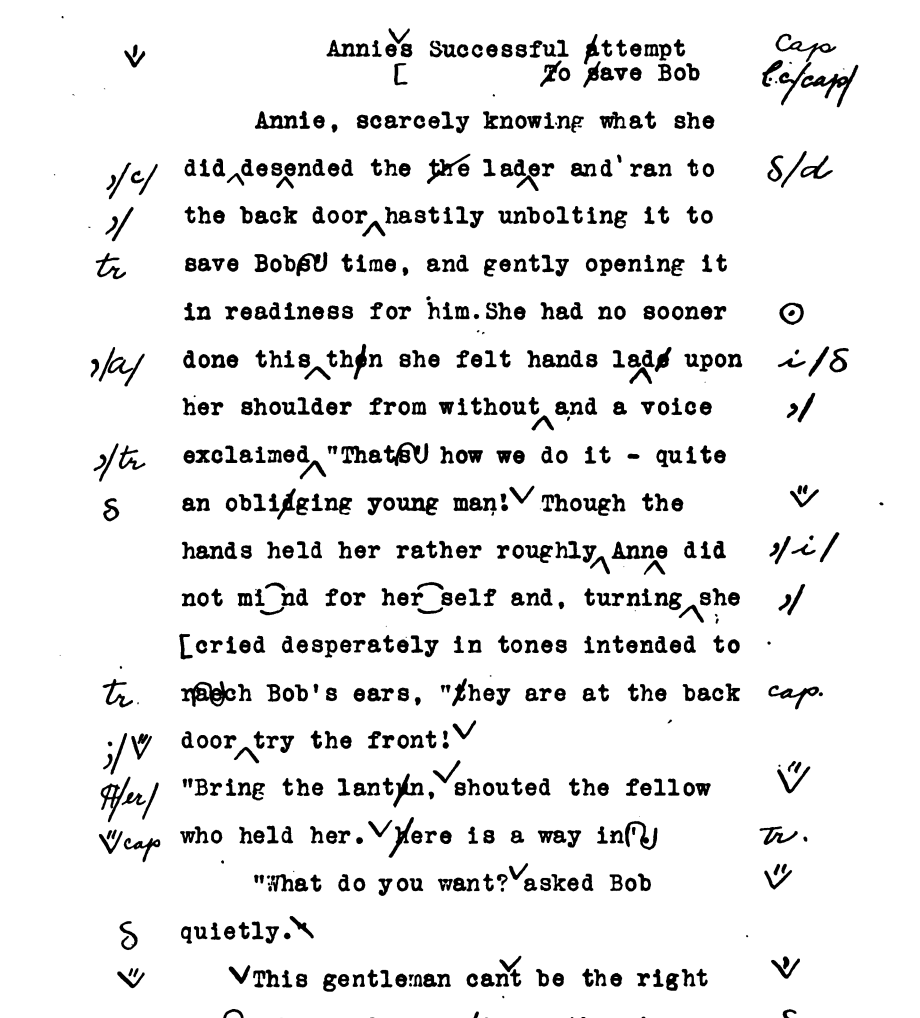
In preparing the manuscript, or "copy," as the printers call it, the writer underlines once words that he wishes to have set up in italics; he draws two lines under words that are to be in small capital letters; and he draws three lines under words that are to be in large capital letters. The most important marks used in correcting proof are shown in the table that follows.

Proof Marks

ꝺ	Take out. (Delete)
ℊ	Turn an inverted letter.
#	More space between words or letters.
⁀	Close up.
[	Move to the left, to bracket.
]	Move to the right, to bracket.
||	Straighten margin.
⩵	Straighten lines.
×	Type is imperfect.
¶	Make a new paragraph.
‘/	Insert an apostrophe.
“/ “/	Insert quotation marks.
⊙	Insert a period.
’/	Insert a comma.
l. c.	Change to lower case (small letter).
cap.	Use capital letter.
ital.	Set in italics.
rom.	Set in roman type.
tr.	Transpose words or letters.
wf.	Wrong font of type.
stet.	Let it stand as typed.
s. c.	Use small capital letters.
= /	Insert hyphen.

Exercise

Correct one of your own compositions, using the proof marks that are given on this page.


Annies Successful attempt
To save Bob
Annie, scarcely knowing what she
did desended the the lader and ran to
the back door hastily unbolting it to
save Bobs time, and gently opening it
in readiness for him. She had no sooner
done this then she felt hands lads upon
her shoulder from without and a voice
exclaimed "Thats how we do it - quite
an obliging young man! Though the
hands held her rather roughly Anne did
not mind for herself and, turning she
cried desperately in tones intended to
reach Bob's ears, "they are at the back
door try the front!
"Bring the lantin, shouted the fellow
who held her. Here is a way in
"What do you want? asked Bob
quietly.
This gentleman cant be the right
one observed a marine rather impress-
ed by Bobs apearance.

CORRECTED PROOF SHEET

CHAPTER XVII

BUSINESS LETTERS

A BUSINESS letter is more formal than a letter of friendship. It should be clear, exact, brief, and courteous in form. In certain respects the form of a business letter differs from the form of a letter of friendship.

A letter should be carefully arranged on the page so that it may present an attractive appearance. The left-hand and the right-hand margins should be at least three-fourths of an inch in width. The left-hand margin must be perfectly even, and the right-hand margin as nearly even as possible. The top and the bottom margins should also be about equal. Estimate the probable length of the letter before beginning to write, and begin the letter so that the space left at the bottom may be about the same as that at the top. If the letter is short, the width of the margins at the sides may be increased to make the letter appear longer. When the letter is finished, hold it up before you to see if it presents a symmetrical appearance. Study the appearance of the letter shown in the cut on page 329.

Every business house uses a printed letterhead that explains the nature of the business and to a certain extent acts as an advertisement. The printed letterhead usually contains the street address, and sometimes the name of the town or city and the state are given. When the name of the town or city and the state are given in the letterhead, they may be omitted in the heading, or they may be printed as a part of the heading, leaving a space for the date, which is usually filled in with a typewriter.

The Heading

The heading is the same as in a letter of friendship. Usually the heading of a business letter is on one line. Sometimes the

number of the month is used; as, — 8/24/1917, but it is better to write the name of the month as the receiver may not remember which the eighth month is, and it is annoying to be obliged to count up the months.

Many public institutions and business houses prefer to punctuate in full, but, if the terminal marks of punctuation are omitted, the form of punctuation should be uniform throughout the letter; that is, the terminal marks should not be omitted in some places and used in others.

If the address is given in the heading, it need not be written at the close unless the reply is to be sent to a different address.

Model headings may be seen in the forms of letters that are given on other pages.

Exercise

Imagine yourself at each of the following towns or cities and write the appropriate heading dated to-day.

1. The city of Cheyenne in the state of Wyoming.
2. The city of Burlington in the state of Vermont.
3. The city of Richmond in the state of Virginia.
4. The city of Ogden in the state of Utah.
5. The city of Portland in the state of Oregon.
6. The city of Raleigh in the state of North Carolina.
7. The city of Lincoln in the state of Nebraska.
8. The city of Butte in the state of Montana.
9. The city of Jackson in the state of Mississippi.
10. The city of Detroit in the state of Michigan.
11. 25 High street in the city of Saco in the state of Maine.
12. 104 Center street in the city of Galena in the state of Kansas.
13. 61 Flat street in the city of Joplin in the state of Missouri.
14. 29 Broad street in the city of Duluth in the state of Minnesota.
15. 106 Prospect street in the city of Monroe in the state of Louisiana.
16. 7 Middle street in the city of Pottsville in the state of Pennsylvania.
17. 69 Main street in the city of Canton in the state of Ohio.
18. 15 New street in the city of Kingston in the state of New York.
19. 645 Old street in the city of Covington in the state of Kentucky.
    South street in the city of Beloit in the state of Wisconsin.

Cooperative Extension Work
IN
Agriculture and Home Economics
STATE OF MASSACHUSETTS

MASSACHUSETTS AGRICULTURAL COLLEGE
AND
UNITED STATES DEPARTMENT OF AGRICULTURE,
COOPERATING

EXTENSION SERVICE
BOYS' AND GIRLS' CLUB WORK

Amherst, Mass., Jan. 30, 1911

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MORE THAN
400,000 VOCABULARY TERMS.
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NEW YORK OFFICE
131 E 23 ST.

LYONS & CARNAHAN
EDUCATIONAL PUBLISHERS
623 S WABASH AVENUE
CHICAGO Feb. 23, 1917.

WEST BOYLSTON MF'G COMPANY
INCORPORATED 1814
SPECIALTIES IN
COTTON YARNS AND FABRICS
WEST BOYLSTON, MASS.

LONG DISTANCE TELEPHONE NO. 17
NORTHAMPTON, MASS.

May 23, 1917.

DEPARTMENT OF THE INTERIOR.
BUREAU OF EDUCATION
Washington

Jan. 22, 1917.

LETTERHEADS

LESSON 1

The Introduction

In a business letter the name and the address of the person, firm, or corporation to whom or to which the letter is written is used with the salutation, and together they may be called the *introduction*. The form can best be shown by illustrations.

Chicago, Ill., May 26, 1917.
The American Thread Company,
Holyoke, Mass.
Gentlemen:
– – – – – – –
– – – – – – –
– – – – – – –

Columbus, Ohio., July 3, 1917.
Messrs. Eimer & Amend,
205-211 Third Avenue,
New York City.
Gentlemen:
– – – – – – –
– – – – – – –
– – – – – – –

Buffalo, N. Y., April 3, 1917.
Mr. Fred H. Scott,
Manager Nemo Electric Co.,
Cleveland, Ohio.
Dear Sir:
– – – – – – –
– – – – – – –
– – – – – – –

Boston, Mass., June 21, 1917.

Mr. John R. Blank,
Superintendent of Schools,
Toledo, Ohio.

My dear Mr. Blank:

- - - - - - -
- - - - - - -
- - - - - - -

Jamaica, N. Y., Aug. 4, 1917.

Miss Lucy L. Brown,
Glendale, Mass.

Dear Madam:

- - - - - - -
- - - - - - -
- - - - - - -

Middletown, Conn., May 29, 1917.

Miss Sarah E. Read,
23 River Street,
Oakville, N. H.

My dear Miss Read:

- - - - - - -
- - - - - - -
- - - - - - -

Syracuse, N. Y., Feb. 28, 1917.

Mrs. George H. Reed,
Mountaintown, Maine.

Dear Madam:

- - - - - - -
- - - - - - -
- - - - - - -

```
                    Detroit, Mich., April 30, 1917.
Misses Jones & Smith,
    Boston, Mass.
Ladies:
    -     -     -     -     -     -     -
-   -     -     -     -     -     -     -
-   -     -     -     -     -     -     -
```

When the letter requires the attention of a particular person who is familiar with the business considered in the letter, the following form may be used:

```
                    Cleveland, Ohio, Jan. 1, 1918.
Messrs. Phelps & Brown,
    Chicago, Ill.
Gentlemen:              (Attention Mr. Jones)
    -     -     -     -     -     -     -
-   -     -     -     -     -     -     -
```

When you wish to announce the subject of the letter in the introduction, it may be done in this way:

```
                    Boston, Mass., Jan. 5, 1918.
The Read & White Company,
    Chicago, Ill.
Gentlemen:
       RE: CONTRACT FOR SCHOOL SUPPLIES.
```

A person who is not in business and who does not have a printed letterhead should write the street address in the heading of a letter. An illustration is given below.

25 Maplewood Ave.,
Rockville, Neb., Aug. 4, 1917.

Forbes & Wallace,
Springfield, Mass.

Gentlemen:

— — — — — — —
— — — — — — —
— — — — — — —

The following form is often used because it can be written more rapidly on a typewriter.

Pittsburg, Pa., August 27, 1917.

Messrs. Lyons & Carnahan,
623 South Wabash Avenue,
Chicago, Ill.

Gentlemen:

— — — — — — —
— — — — — — —
— — — — — — —

NOTES. — Either a colon (:) or a colon and a dash (:—) may be used after the introduction in a business letter. A colon is in more general use.

The title *Messrs.* may or may not be used before the name of a business firm. It should not be used before the name of a corporation.

If the title *Esq.* is added to a name, the title *Mr.* should not be used before the name.

In writing to a married woman, her husband's title should not be used. It is not good taste to write *Mrs. General Blank* or *Mrs. Doctor Blank.*

Written Exercise

Use the heading suitable for your town or city and write the heading and the correct introduction for a business letter written to-day to —

1. Lyons & Carnahan at 131 East 23rd street in New York in the state of New York.
2. Readsboro Chair Company at Readsboro in the state of Vermont.
3. The J. L. Hammett Company at 250 Devonshire street in Boston in the state of Massachusetts.
4. West Boylston Manufacturing Company in the village of Oakdale in the state of Massachusetts.
5. F. H. Thomas at 691 Boylston street in the city of Boston in the state of Massachusetts.
6. Miss Winifred C. Johnson at 36 Maple street in the town of Eastwood in the state of Missouri.
7. Mr. Henry L. Dutton, manager of the Glen Machine Company in the town of Westford in the state of Ohio.
8. Doctor F. S. Pratt in the town of Bennington in the state of Vermont.
9. Mr. E. K. Morse, who is principal of the high school in Vernon in the state of Massachusetts.
10. The Vermont National Bank in the town of Brattleboro in the state of Vermont.
11. Miss Nellie R. Crawford at 64 Maple avenue in the town of Newfane in the state of Ohio.
12. Mr. A. L. Hardy at 15 Lincoln avenue in the town of Amherst in the state of Massachusetts.
13. Mr. F. K. Congdon, who is superintendent of schools in the city of Northampton in the state of Massachusetts.
14. Read & Smith at 45 South street in the city of St. Louis in the state of Missouri.
15. Mr. F. J. Demond, who is clerk of courts in the city of Lincoln in the state of Nebraska.
16. Mrs. A. H. Carpenter, who is principal of the Highland school in the city of Duluth in the state of Minnesota.

17. Mr. W. S. Loomis at Hill farm in the city of Fargo in the state of North Dakota.
18. Reverend C. H. Johnson at 42 North avenue in the city of Jackson in the state of Mississippi.
19. Johnson & Reed at 46 Broadway in the city of New Orleans in the state of Louisiana.
20. Frank Jones Construction Company at 409 West street in the city of Saginaw in the state of Michigan.

LESSON 2

The Complimentary Close

In business letters the form *Very truly yours* or *Yours very truly* is commonly used. Other forms that are sometimes used are: *Yours truly, Yours sincerely, Sincerely yours, Respectfully yours, Cordially yours.* In general *Sincerely yours* and *Cordially yours, Yours very sincerely,* and similar forms are used when there is some degree of personal friendship between the writer and the person to whom the letter is addressed.

The forms *Yours, etc., Yours, Hastily yours, Resp't'ly yours,* should be avoided.

LESSON 3

The Signature

The signature to a letter should be written very carefully and distinctly.

A girl or an unmarried woman should write *Miss* inclosed in a parenthesis before the name. Thus, —

(Miss) Bertha E. Vaugh.

A married woman may write *Mrs.* inclosed in a parenthesis before her name.

It is very annoying for a business man to receive a letter from a stranger, signed, —

Nellie R. Brown.

If the letter requires a reply, he does not know whether to address the envelope to *Miss* or *Mrs.* Nellie R. Brown.

A married woman whose husband is living is known at the post office by her husband's name, and it is, therefore, better for her to write her married name in a parenthesis below or at the left of her personal name. Thus, —

Lucy L. Smith
(Mrs. George H. Smith.)

The full form of a business letter is shown in the following illustration:

43 Long St., Hartford, Conn.,
June 26, 1917.

Messrs. Lyons & Carnahan,
623 So. Wabash Avenue,
Chicago, Ill.

Gentlemen:

Please send me by mail - - -
- - - - - - - -
- - - - - - - -
- - - - - - - -
- - - - - - - -

Very truly yours,
(Miss) Mary M. Miller.

The date is sometimes placed in the lower left-hand corner of a business letter that is designed to be less formal and more personal in character than the usual business letter. A letter written by an official of a corporation is sometimes arranged in this way. The cut shows a letter of this kind.

West Boylston Manufacturing Company
EASTHAMPTON, MASSACHUSETTS

Messrs. Lyons & Carnahan,
623 So. Wabash Avenue,
Chicago, Illinois.

Gentlemen:

In reply to your letter of this morning I am glad to say that we can see no objection to your using a copy of this company's letterhead in the book on English Composition that you are preparing. We assume that the letterhead you wish to use is the one on which this letter is written.

Please accept our best wishes for your success.

Very truly yours,
Arthur Cook
Assistant Treasurer.

May 23rd
1917

LESSON 4

The Body of a Letter — Wording

It is impossible to give definite rules for the wording of the body of a business letter, but there are several general principles that are followed by all business firms and corporations.

I. A letter should be clear and definite. It should be brief, but it should not be curt. While brevity is desirable, words should not be omitted, and contractions are seldom in good taste. The form *&* may be used in the name of a firm, but not elsewhere. The contraction *Co.* may also be used in the name of a firm, but not elsewhere.

The following letters are given as illustrations. They were written by business firms and corporations of the highest standing, but most of the names have been changed, and the headings and the signatures are omitted.

1

Mr. Charles F. Smith,
School Department,
Westhampton, Massachusetts.

Dear Sir:

In accordance with instructions received from Mr. Henry F. Reed, we have sent you under separate cover The Journal from January to December, 1917, inclusive, which we trust may reach you safely. Our invoice #13567 covering charge is inclosed.

Yours very truly.

CFS:EB

2

Mr. John R. Small,
46 West Park Street,
Readsville, Illinois.

Dear Sir:

Under the present extraordinary conditions and the overtaxed capacity of our factory we find it impossible to handle so many small order accounts, and we have made arrangements with the John Smith Company of Boston to take care of these for us in New England.

We have referred your card of the 21st inst. to them, and we feel sure that they will accord you fair treatment and prompt service.

Very truly yours,

Mr. Jones - M.

3

Mr. Henry O. Allen,
School Department,
Dallas, Texas.

Dear Sir:

Inclosed find our bill of $1.49, covering the material specified in your order of February 11th, which we are pleased to state was forwarded on the 16th inst. via parcel post, insured.

As our stock of the 8" prisms is at present depleted, we took the liberty of furnishing our 7".

We trust this will be satisfactory to you.

Yours very truly,

PHW

4

Mr. C. H. Hamblin,
102 Park Avenue,
Omaha, Nebraska.

Dear Sir:

Under separate cover we have forwarded a package containing eleven photographs of western farm scenes. These prints may be purchased for the privilege of reproduction in your textbook at $2.00 each.

Please return the photographs at your early convenience.

Very truly yours,

CK. WM

Exercise

The following letter is reproduced exactly as it was written. Study it carefully and be prepared to rewrite it, making any changes that you think will improve it. Also, punctuate it properly.

Mr. E. H. Haven,
Schoolhouse Agent,
Racine, Wisconsin.

Dear Sir:

Since talking with you curtained cloth has advanced in price again and they are talking of another advance. Think if you could place the order now it would be to your advantage and we could put them in when we are putting some shades in at Hope College and thus save you a little on the expense. Expect to do this during the next two weeks.

Very truly yours,

DA/A

Written Exercise

1. Imagine that you are the manager of the baseball team in your school. You wish to arrange a game for a certain date, and you are willing to give a guaranty of twenty-five dollars or to divide equally the gate receipts. Take any name that you choose for the manager of the baseball team in the high school of a neighboring town or city and write a letter to him, telling about your team and offering to arrange a game with him.

2. Imagine that you are the manager of the baseball team and that you have just received uniforms for the members of the team. One of the suits is found to be imperfect. Write to the dealer from whom the suits were purchased, stating the facts and telling him that you are returning the suit by express. Select any name and address that you choose.

3. Imagine that you are the manager of a girls' reading club in your school. You have just received a shipment of books for the members of the club. Since the order was sent, three of the girls have left school, and you have no use for the three books. Write to the publishers, explaining the matter and asking if you may return the extra books. Use the name of the publishers of this book.

4. Imagine that you are the manager of a girls' basketball team in your school. You have arranged a game with the team in the high school of a neighboring town or city on a certain date, but several of the girls on your team are ill, and it will be impossible for the team to play on the date agreed upon. Write to the manager of the other team, stating the facts and asking to have the game postponed. Select any name and address that you choose. Study the forms of salutations that are given on preceding pages.

Note to Teacher. — The class should work upon the letters in this and in the following exercises until nearly every pupil in the class can write a one hundred per cent letter.

LESSON 5

The Body of a Letter — Tone

II. Business letters should be courteous in tone. One of the most difficult letters to write is a request for the payment of an overdue account. The writer wishes to secure the payment of the account; at the same time he does not wish to offend the debtor, who may be a valuable customer. The following illustrations show how some of the large business firms and corporations meet the situation.

1

Smith & Brown Co.,
47 Long Avenue,
Lincoln, Nebraska.

Gentlemen:

We inclose a statement of your account, showing a balance due of $26.07. Our fiscal year ends the 31st inst.; therefore we shall appreciate receiving a check before the end of this month.

Very truly yours,

JPM-F
1 inclosure

2

Smith, Hunt & Co.,
307 Blank Street,
Memphis, Tennessee.

Gentlemen:

We have received an urgent letter from our New York offices, requesting us to collect the $40 due from your firm on our charge as of May 26th. If it is not possible to pay the bill at this time, will you not write us to the above

address, advising us just when we may expect a settlement?

We shall greatly appreciate a letter from you by return mail.

Yours very truly,

GTP-K

3

Mr. R. W. Learned,
507 South Street,
Austin, Texas.

Dear Sir:

The inclosed account, which has been on our books for some time, has no doubt escaped your notice. We should be pleased to receive a remittance in settlement.

Very truly yours,

R-B

4

School Department,
Blanktown, Ohio.

Gentlemen:

We doubt if you realize how much overdue the Board's account with us has become. If there is any mistake in it, we will gladly rectify it.

We have tried not to bother you unduly since we realize that in many cases funds are available only at certain times of the year. But now, if there is no mistake, will you not meet us half-way and see that a remittance is sent this month if possible? If not, will you not at least tell us when we may expect one?

We shall appreciate your cooperation.

Very truly yours,

5

Read, White & Co.,
305 Main Street,
Glendale, South Dakota.

Gentlemen:

We do not appear to have received any reply to our letter of November 8, regarding the inclosed overdue account. If there is any reason why settlement should be withheld, we think that we should be advised to that effect.

We shall greatly appreciate a letter from you by return mail.

Yours very truly,

Inc.
MB.

The following letter was sent after statements and requests for payment had been sent repeatedly and no reply had been received.

Smith & Jones,
106 Main Street,
Natchez, Miss.

Gentlemen:

We are inclosing herewith a statement showing balance due us from your firm of $172.61, and we regret to find that the greater part of this, $114.17, was made in May and July, 1913. We cannot understand why this old account has not been adjusted long before this time as we have received no explanation of your failure to adjust it. We believe you will agree that we have exercised great lenience in the matter, but we are now obliged to call upon you to take some prompt action as our annual meeting is held early next month, and our financial officers look to us at that time to show a clean sheet on all old bills. Please favor us, therefore, by making a remittance at an early date.

JPN-E
Inclosure.

Very truly yours,

Written Exercise

Imagine that you are stenographer for the firm of Blank & Company, who conduct a department store in your town or city. The office manager has given you a list of six people who are indebted to the firm. Write a letter to one or more of these people, requesting payment. Use the heading suitable for your town or city and date the letter on the day on which you write. Sign the firm name to the letters and write your own initials under the firm name. You have no right to sign the firm name without indicating that the name was signed by you.

It should not be understood that the letters given on preceding pages are models to be followed exactly. They are given simply to show the courtesy that should be used in such letters.

1. Mr. A. B. Colson, 61 Main street, owes $46.50, balance on a bill that was due six months ago.
2. Mrs. C. J. Read, 46 South street, owes $75 that was due two years ago.
3. Miss Mary C. Smith, 72 West street, has not paid the monthly account, due two months ago.
4. Read & Snow, 103 Park street, owe $175 for goods that they bought one year ago.
5. Mr. H. J. Pratt, 17 North street, owes $2 that has been due for three years.
6. Mr. Charles Frost, 120 East street, owes $125. This bill was contracted four years ago, and he has paid no attention to statements or letters.

LESSON 6

The Body of a Letter — Inquiries

III. A letter asking for information should state clearly and definitely what is desired. If the letter is in regard to the business of the person to whom it is addressed and the result is likely to be to his advantage if the answer is satisfactory, a stamp should not be inclosed. All business firms and corporations welcome inquiries of this kind. If the information sought is for the benefit of the

writer alone, a stamped and addressed envelope should always be inclosed. Several illustrations are given. Most of the headings are omitted to save space.

1

Mr. W. F. Hoyt,
Superintendent of Schools,
Covington, Kentucky.

My dear Mr. Hoyt:

When I was in Covington last year, you showed me over the high school, and in the course of our talk you told me of an especially favorable arrangement that you had made for the rental of typewriters in the commercial department of the high school. May I bother you to give me the details of this with prices and kind of machine? We are now arranging for the equipment of our new building. A stamped and addressed envelope is inclosed.

Yours very truly,

2

Mr. George E. Noble,
Manager Union Hall,
Portland, Oregon.

Dear Sir:

Our records indicate that you will shortly be in the market for hall furniture. We are anxious to make you a proposition which we believe will appeal to you when you are ready to buy, and we shall, therefore, appreciate your telling us on the inclosed card approximately when you will be ready to receive quotations.

The card we inclose is stamped and addressed to us so that we have made it very easy for you to give us this information.

Please accept our thanks for the anticipated courtesy.

Very truly yours,

HJM-AP
Inc.

3

The Jones Manufacturing Co.,
Knoxville, Tennessee.

Gentlemen:

We are planning to equip our manual training shop with benches some time this summer. We want a good bench that is fitted with a rapid action vise. We shall be glad to receive description and prices of your benches. Please make the prices f.o.b., this city.

Very truly yours,

ACM/D

4

Mr. Frank C. Merrill,
Superintendent of Schools,
Blanktown, Nebraska.

Dear Sir:

May we ask you to send us an up-to-date list of the names and the addresses of the teachers under your charge? We wish to send them sample copies of our educational papers, and the names will not be used for any other purpose.

A stamped and addressed envelope is inclosed for your convenience.

We thank you in advance for the favor.

Very truly yours,

CD/AP

5

Mr. Frank C. Avery,
Principal of High School,
Blanktown, Pennsylvania.

Dear Sir:

Please send me a statement of the length of time that I was a pupil in your school. I was a member of the class of 1917. An addressed and stamped envelope is inclosed.

Thank you for the favor.

Very respectfully yours,

Written Exercise

1. Imagine that you are secretary of your class and that the class has voted to have a group photograph taken. Write to a photographer in your own or in a neighboring town or city. Tell him how many pictures will be bought, when and where they are to be taken, the size of picture wanted, and any other details that occur to you. Ask for prices. Perhaps you will like to see a sample of his work. Should a stamped and addressed envelope be inclosed?

2. Imagine that your class has voted to buy class pins and that you have been appointed to get cuts and prices. The Daniel Low Company of Salem deals in such pins. Write to this company, giving such information as you think it may be necessary for them to know and asking for cuts and prices. Should a stamped and addressed envelope be inclosed?

3. Write to the town or city clerk in a neighboring town or city and ask him to send you the date of your birth. Should a stamped and addressed envelope be inclosed?

LESSON 7

The Body of a Letter — Reference to Previous Letter

IV. If the writer wishes to refer to a letter which he has received from the person to whom he is writing, he should give the date and a brief abstract of the substance of the letter. This will enable the receiver to recall what he wrote without consulting his files. Several copies of letters that illustrate this point are given.

1

Mr. John C. Hammond,
Superintendent of Schools,
Austin, Texas.

Dear Sir:

Your order of August 10 for two copies of The Independent for ten months beginning with the August 14th issue has been properly taken care of, and I sincerely hope that the copies will reach you regularly each week. I thank you very much for this order. You will find inclosed bill for copies of the August issues, and on the first of each month you will be billed for copies used during the previous month.

Very truly yours,

2

Professor John C. Hawley,
Union High School,
Riverdale, Minnesota.

Dear Sir:

Your letter of the 25th, ordering twenty-four Smith manuals, was received yesterday, and the books have been forwarded. We are more than pleased with your decision to give the Smith system a trial, and we feel sure that the results secured with the system will be as gratifying to you as your adoption of it will be to us.

The proposition as to our accepting Brown's textbooks in exchange for these you have ordered is satisfactory, and you may send us the books for which you wish credit as soon as you can conveniently do so.

Very truly yours,

FSG

3

Mr. A. L. Jones,
Superintendent of Schools,
Blanktown, Ohio.

Dear Sir:

Your communication of the 24th instant, requesting that we send two hundred employment certificates for children between fourteen and sixteen, is received. We will state in reply that, owing to the printer being unable to get stock for these cards as soon as was expected, we shall be delayed a day or two longer in sending them to you, but we will hurry them along by express at the earliest possible moment.

We regret that we have caused you any inconvenience in the matter.

Yours very truly,

4

DEPARTMENT OF STATE
Washington

May 15, 1917.

Mr. George F. Palmer,
Superintendent of Schools,
Upland, Colorado.

Sir:

The Department has received your letter of May 11, 1917, in which you ask that you be furnished with a passport to be used in your civics class.

In reply I am obliged to inform you that it is contrary to the practice of the Department to furnish passports for use in school work. Passports of this Government are only issued to American citizens who are about to go abroad.

Written Exercise

1. Imagine that you are the manager of the football team. You have received a letter from the manager of the high school team in a neighboring town, asking for a game the coming Saturday. Write a suitable reply, using correct dates.

2. As manager of the football team you have received a letter from the Smith Company of New York City, stating that they have been informed that you are about to purchase uniforms for your team. They ask permission to submit samples and prices. Write a suitable reply.

3. As secretary of your class you have received a letter from Mr. A. H. Carpenter, photographer, in which he states that he would like to take a group picture of your class the following Saturday. He asks you to sell the pictures to the other members of the class for him. Write a suitable reply, using the correct dates.

4. You have received a letter from a firm or corporation in your town or city. The writer offers you a position as clerk during the coming summer vacation. Write a suitable reply.

LESSON 8

The Body of a Letter — Acknowledgment of Errors.

V. Errors made by the writer should be promptly and courteously acknowledged. The following letters explain themselves.

1

Mrs. Fred C. Smith,
34 Pleasant Street,
Sioux City, Iowa.

Dear Madam:

We have received your letter of May 20th. We are sorry to learn that an error was made in forwarding the marigold seed. We will credit

your account the sum of $1.05, being the difference in price of the African and Pride of the Garden varieties.

Yours very truly,

CCL.D

2

The following series of letters was written by a publisher of school textbooks. The letters will be readily understood. Note the courtesy with which the apology was made.

Mr. C. H. Johnson,
Secretary of School Board,
Leonia, Arkansas.

Dear Sir:

We wish to inform you that we have received the new and the old books which you have sent us for credit on introduction account and have given you credit therefor in the sums of $51.52 and $3.65 respectively, a total of $55.17 as per the inclosed statement of account.

You will note from the statement that we are holding subject to your order twelve geometries and seventeen algebras, which we regret that we are unable to credit at this time as they are in excess of the number of corresponding books which we have sold you. In accordance with our terms we accept in exchange for our books a like number of books of corresponding subject and grade. Will you not let us hear from you in explanation at your early convenience and advise us what disposition you wish us to make of the twenty-nine books in question?

Very truly yours,

Mr. C. H. Johnson,
Secretary of School Board,
Leonia, Arkansas.

Dear Sir:

We have your reply of the 15th inst. to our letter of March 3d relative to the new and the old books sent to us for credit on your introduction account.

We are sorry to say that we made an error in our previous statement in the amount of credit which we allowed you for the books, which probably accounts for the discrepancy to which you refer. We have corrected the mistake as you will note from the inclosed revised statement of the account, and we hope you will accept our apology for the oversight.

We trust you will favor us with an early response.

Yours very truly,

Inclosures.

Mr. C. H. Johnson,
Secretary of School Board,
Leonia, Arkansas.

Dear Sir:

We have yours of the 24th inst. in regard to our account, and we are chagrined to find that our bookkeeper failed to adjust your account properly, having overlooked the third shipment of twenty algebras. We believe that we have now properly taken care of the old and the new books returned by you and are sending a revised statement herewith, trusting it may not be too late to recall the former statement that you have turned over to your town treasurer.

We trust that you will accept our apology for the annoyance and trouble this matter has given you.

Very truly yours,

Inclosure.

LESSON 9

The Body of a Letter — Omission of Personal Matters

VI. All unimportant personal matters should be omitted in writing a business letter. Study the following illustrations.

The wrong way:

Maplewood, Vt., Aug. 25, 1917.

Sears, Roebuck & Co.,
Chicago, Ill.

Gentlemen:

I recently saw a sample book of ready-to-wear clothing that you sent out, and I was much interested in it. As I am thinking of buying a new suit, I shall be glad to have you send me a copy. I am sixteen years old.

Yours very truly,

F. H. Smith.

The right way:

Maplewood, Vt., Aug. 25, 1917.

Sears, Roebuck & Co.,
Chicago, Ill.

Gentlemen:

Please send me your sample book of ready-to-wear clothing for young men.

Yours very truly,

F. H. Smith.

The wrong way:

Glendale, Ohio, Sept. 5, 1917.

Oliver Ditson Co.,
New York City.

Gentlemen:

My sister and I have been taking piano lessons for nearly a year, and we are anxious to get a few easy piano duets that will not be too difficult for us. If you have any pieces that you think will be right for us, I shall be glad to have you send me a catalogue of them.

Very truly yours,
(Miss) May C. Brown.

The right way:

Glendale, Ohio, Sept. 5, 1917.

Oliver Ditson Co.,
New York City.

Gentlemen:

Please send me a catalogue of very easy piano duets.

Very truly yours,
(Miss) May C. Brown.

The wrong way:

Somerville, N. H., Sept. 10, 1916.

City Clerk,
Woodville, N. Y.

Dear Sir:

I am going to work in the office of the Union Manufacturing Company, and the office manager says that I must get an employment certificate. The superintendent of schools will not give me a certificate unless I have a birth certificate. Please send me a birth certificate.

Very truly yours,
(Miss) Hazel Shaw.

The right way:

Somerville, N. H., Sept. 10, 1917.

City Clerk,
Woodville, N. Y.

Dear Sir:

Please send me a birth certificate. I was born May 23, 1901. A stamp is inclosed. I thank you in advance for the favor.

Very truly yours,
(Miss) Hazel Shaw.

In many states any one under twenty-one years must get an employment certificate from the school department. A birth or a baptismal certificate is usually required by the school department. In writing to a town or city clerk for a birth certificate, it is better to inclose a stamp instead of a stamped and addressed envelope. A town or city official prefers to use the letterhead and the envelope of the office. It saves the time of the town or city clerk if the writer gives the date of his or her birth.

In some large cities a small fee is charged for a birth certificate. The applicant for a certificate is always notified and given an opportunity to send the fee.

Written Exercise

1. Find an advertisement of a catalogue in which you are interested and write a letter in which you ask to have the catalogue sent to you.

2. Write a letter to the town or city in which you were born and ask for a birth certificate.

3. Find an interesting advertisement which offers to send a circular, a catalogue, or samples. Write a letter in which you ask for what you want.

4. Write a note to the principal of your school in which you explain that you are obliged to be absent from school because of illness.

5. Write a note to the teacher in a grammar school in which you explain that your sister is unable to attend school because of illness. Sign your own name.

6. Write a note to a teacher in a primary school in which you explain that your brother is unable to attend school because of illness. Sign your mother's name. Under your mother's name write your own name, thus, — (Mrs.) Lucy Smith.

By Mary Smith.

7. You are employed Saturday evenings by Smith, Read & Co. of your town or city. You will be unable to go to your work the coming Saturday because of the illness of your mother. Write a note to your employers.

General Suggestions

If the writer is sending money in any form in a letter, he should state the form, the amount, and the purpose for which it is sent.

If the writer has recently changed his address and he is writing in regard to any publication that is sent to him regularly, he should give his former address as well as his new address.

If a personal letter is sent to the office address of any one who is employed in a business office, the word *Personal* should be written in the lower left-hand corner of the envelope. Otherwise the letter is likely to be opened by the clerk whose business it is to open all the mail coming to the office.

If a postage stamp is inclosed in a letter, *do not* moisten one corner of it and stick it on the letter. Fasten it to the letter with a clip or a pin, or put it into the letter without attaching it.

The United States government makes the following suggestions:

Use ink in addressing letters or other mail matter.

Write plainly the name of the person addressed, street and number, post office and state.

Place your name and address in the upper left-hand corner of the envelope or package.

Follow the model form shown on the diagram, and, if the letter or other piece of mail matter is not delivered, it will be returned to you. (See model form under envelopes.)

More than thirteen million pieces of mail matter were sent to the Division of Dead Letters last year, a large proportion of which could not be delivered because of carelessness in writing addresses.

LESSON 10

The Envelope

The envelope should bear the name of the person or persons to whom the letter is written, the name of the street and the number of the house, the town or city, and the state. These should be written very plainly and carefully. Thousands of letters fail to reach their proper destination because the addresses are not correctly written.

Arrange the address so that it presents a symmetrical appearance on the envelope.

Additional information that will facilitate the delivery of the letter may be placed in the lower left-hand corner.

Many public institutions and business firms punctuate the addresses on envelopes in full. See the following illustrations:

Lyons & Carnahan,
623. So. Wabash Avenue,
Chicago, Illinois.

Miss Grace A. Lovell,
14 Park Avenue,
West Chester, N. H.
c/o Mr. C. H. Smith.

If you do not use an envelope bearing a printed request for return, it is a good plan to write such a request with your name and address in the upper left-hand corner of the envelope. Then, if the letter fails to reach its destination, it will be returned to you. Any number of days may be inserted. Illustration:

AFTER FIVE DAYS RETURN TO
WILLIAM H. RODIMON,
25 BROAD ST.,
CLEVELAND, OHIO.

LESSON 11

Practice in Writing Business Letters

WRITTEN EXERCISE

Use the appropriate heading and write two of the following letters dated to-day. Sign your own name. Cut or fold a sheet of paper to represent an envelope and address it properly.

1. To the real or imaginary manager of the football team in a neighboring town or city, proposing a game with your team. State the terms on which you are willing to play. Indicate that you are the manager of your team.
2. Write the reply to your own letter, indicating that you are the manager of the team in the neighboring town or city.

3. Imagine that you have recently changed your address. Write to the publishers of any magazine which you happen to have and ask to have the magazine sent to your present address.
4. Write to any business firm whose advertisement you find in a paper and ask to have descriptive circulars sent to you.
5. Write to any business firm that sells sporting goods and inquire about uniforms for your basketball team. Give all the necessary information.
6. Write a letter to a town or city clerk and ask for a copy of the school report for the preceding year.
7. Write to the imaginary principal of a high school, stating that you are about to move to his town or city and wish to enter his school. Give all necessary information in regard to your work. Inquire about the courses of study in his school and ask what it will be necessary for you to do to enroll as a pupil.
8. Imagine that you have recently moved to another town or city and wish to enter the high school. Write to your present principal and ask for a statement in regard to your work.
9. Imagine that you have recently moved to another town or city and wish to take a responsible position in an office. Write to your present principal and ask for a certificate of good character.
10. Write to a local paper and ask for the position of reporter of the games in your high school. Explain why you think you can do the work in a satisfactory manner.

LESSON 12

Letters in Series

WRITTEN EXERCISE

1. The members of a class in a high school organized a reading club and decided to purchase a small library for use in their work. The secretary was instructed to write to a publisher of books of travel, and to explain the kind of books wanted, and to ask for catalogue and terms. Write the letter for the secretary. Use the name and address of any publisher.
2. Write the reply of the publisher.

3. The club decides to order five books. Write the order for the secretary. Find the titles in any catalogue or list of books.

4. Just at the time the books reached the club, there was an epidemic of scarlet fever in the school and the members decided to disband. They instructed the secretary to write to the publisher to ask permission to return the books. Write the letter.

5. The publisher replied and gave the club permission to return the books. Write the letter for the publisher.

Written Exercise

1. The business manager of the football team in your high school wishes to order a football from Smith & Read of 43 Front Street in Chicago, Illinois. The catalogue number is 63, and the list price is $7.00. A discount of 15 per cent is given to schools. Write the letter.

2. Smith & Read are out of the football that is numbered 63 in their catalogue. They have another that costs fifty cents more that they are willing to put in at the same price. They wish to have the manager write and tell them if the substitution will be satisfactory. Write the letter for Smith & Read.

3. The manager does not want the football offered by Smith & Read, and he finds one described in their catalogue under No. 50 that he thinks will be satisfactory. The list price is $6.00. The manager decides to order this. Write the letter for the manager.

4. When the football arrives, it is not as good as the manager expected it would be, and he decides to return it and to ask Smith & Read to send the ball that they mentioned in their first letter. Write the letter for the manager.

5. Smith & Read send the football at once and write a courteous letter in which they express the hope that the football will be satisfactory. Write the letter for Smith & Read.

6. The football arrives in due time and is very satisfactory. The manager turns the bill over to the treasurer of the club.

Owing to the fact that he has not sufficient money in the treasury to pay the bill, it is not paid at once. In two months Smith & Read write to the manager about the payment of the bill. Write the letter for Smith & Read. The manager turns this letter over to the treasurer, but, as he has not yet enough money, he does not pay the bill.

7. At the end of another month Smith & Read write again to the manager, requesting him to pay the bill. The treasurer now has sufficient money, and he pays the bill at once. At the same time he explains why it was not paid before. Write the letter for the treasurer.

Written Exercise

Note. — At the option of the teacher the school may be divided into two parts. One part may represent your school and the other part may represent the school at A.

1. Your school has organized a debating society and has elected you secretary. It was voted to suggest to the debating society in the neighboring town of A that the two societies hold a series of three public debates. Write to the secretary of the society at A and explain your plan.

2. The secretary of the society at A replies for his society and accepts your proposition, but suggests some changes in the arrangements. Write the letter for the secretary at A.

3. Your society agrees to the changes suggested by the society at A and names several dates that would be acceptable for the first debate. Your society also suggests several questions for debate. Write the letter.

4. The secretary of the society at A replies for his society and selects a date. He states that the members of his society do not like any of the questions presented, and he suggests another question that would be acceptable to his society. He also asks that the first debate may be held at A.

5. Your society accepts the question and instructs you to inform the society at A that the debating team will come to A on

the date named. At the close of your letter express the hope that the series of debates will be profitable and that pleasant relations will be established between the two schools.

LESSON 13

Letters of Application

A letter of application for a position should be written with the greatest care. Such a letter is a written examination of the writer. Form, punctuation, and spelling must be correct if the writer expects to receive favorable consideration. State clearly your training and experience and your qualifications for the position.

Do not omit or abbreviate words. If you desire to secure the position, you can afford to take the necessary time to write a perfect letter. Use the dictionary freely. A misspelled word may prevent you from securing the position.

Some of the girls and boys in your class will later wish to apply for positions as teachers. The letters in the following exercise are exact reproductions of real letters written by teachers applying for positions. The names of persons and places are changed.

Written Exercise

Rewrite the following letters and correct errors. Make any changes that you think will improve the letters.

123 Main St.
West Sometown, N.H.
May 25, 1917.

Supt. E. H. Smith,
Sometown, Mass.

Sir:

May I see you this week somewhere about the Anytown school? It seems desirable to me. Do you expect any thing taught besides the common

branches? I prefer teaching the elements of household science to attempting any work with music beyond the training given by a special music-teacher.

. Am sorry I could not comply with the request to meet you last week at the Am. Tcher. Agency.

Have had considerable experience in rural schools and in graded, but I prefer a small country school.

Respectfully,

(Miss) Nellie Blank,
123 Main St.,
West Sometown, N.H.

Box 46, Blanktown, Mass.
29/6/1917

Mr. C. D. Jones
Sometown, Ohio

My dear Mr. Jones:- Mr. G. F. Brown of Blank and Company has suggested to me that you desirous of securing a principal for a grammar school. May I ask you to consider my name in connection with the position.

I am thirty-two years of age, married with one child.

My education has been secured in Nontown Public Schools, Blank University 1902 - 6, and in Blank Institution 1907 - 1910.

Altho my teaching experience has been along the high school grades, having taught Science, Mathematics, and First and Second Year Latin, I am especially equipped to teach History and English.

I should be pleased to make an appointment with you to discuss the matter.

Cordially

George L. Blank.

The following letter is an application for a position. It should not be regarded as a form that may be copied and followed under all circumstances, but it will suggest the general form of a good application.

Royaltown, Mass.,
April 21, 1917.

Messrs. Long & Read,
Hartford, Conn.

Gentlemen:

Please consider me an applicant for the clerical position you advertised in the Hartford Courant of to-day.

I am a graduate of the Royaltown high school in the commercial course. In addition to the regular high school studies my work has included three years of stenography and typewriting and two years of bookkeeping.

In regard to scholarship, character, and ability I refer by permission to Mr. E. F. Jones, principal of the high school, and to Mr. A. S. Reed, head of the commercial department.

I shall be glad to call at your office at any time that is convenient for you.

Respectfully yours,
John Blank.

Written Exercise

Answer one of the following advertisements. Sign your own name.

1. Wanted — A bright, active young man for a clerical position in the office of a wholesale grocery house. Must have had some high school training in English. American Wholesale Grocery Co., 46 Cinder Street, Springfield, Mass.

2. Wanted — Young man to work in drug store after school and Saturdays. Novelty Drug Store, 6 Park St., Menton, N. Y.

3. Wanted — Cashier. Must be graduate of grammar school. Apply in own handwriting. Jones & Smith, 708 South St., Boston, Mass.
4. Wanted — Young woman as cashier in drug store. Must have good training in English. C. H. Lansing, 94 North St., Worcester, Mass.
5. Wanted — Young woman to teach two children at their home in the afternoons. Must be competent to teach grammar school subjects. Mrs. A. S. Rand, 91 West St., Conway, Ohio.

LESSON 14

Orders

In writing an order which includes several articles, the items should be arranged in tabular form rather than in a paragraph. It is much easier for the clerks to fill an order from the tabular form as each item can be seen and checked readily. An illustration is given for you to study.

Farmville, Maine,
May 1, 1917.

Peter Henderson & Co.,
New York City.

Gentlemen:

Please send by mail the following seeds:

5 packages	Refugee bush beans	@ 10¢	$.50
3 "	Early Scarlet Horn carrots	@ 5¢	.15
4 packages	Early White Spine cucumbers	@ 5¢	.20
10 packages	Hanson lettuce	@ 5¢	.50
2 "	Red Cluster peppers	@ 10¢	.20
			$1.55

I inclose a post office order for $1.55.

Very truly yours,
C. H. Chapin.

Inclosure.

Written Exercise

Write one of the orders specified below.

1. Order five articles from any advertisement that you find in a newspaper.
2. Order five articles from any catalogue of sporting goods.
3. Order several copies each of four books from the catalogue of any publisher.
4. Order five or more articles from any circular that you have.
5. Order three or more articles that you have been wishing to own. Find the right catalogue.

Note to Teacher. — As all pupils may not have catalogues, it will be helpful if several catalogues are placed where the pupils can use them.

LESSON 15

Formal Invitations

A formal invitation is always written in the third person. The date and the hour mentioned in a formal invitation should always be repeated in an acceptance, but the hour may or may not be repeated if the invitation is declined.

Mrs. Irving Glenn requests the pleasure of Miss Phelps' company at dinner on Wednesday, May tenth, at eight o'clock.
320 Hill Avenue,
May the Fifth.

Miss Phelps accepts with pleasure Mrs. Glenn's invitation to dinner on Wednesday evening, May tenth, at eight o'clock.
210 Maple Street,
May the Sixth.

Miss Phelps regrets that a previous engagement prevents her accepting Mrs. Glenn's invitation to dinner on Wednesday evening, May tenth.
210 Maple Street,
May the Sixth.

Written Exercise

Imagine that a former teacher, Miss Crowell, lives at 56 Elm street. Write her a formal invitation to a dinner.

Write for her a formal reply accepting the invitation.

Write for her a formal reply declining the invitation.

LESSON 16

Telegrams

The cost of sending a telegram depends largely upon the distance. The standard rate of a regular day message is for ten words or less. An additional charge is made for each additional word. No charge is made for the name and the address of the person to whom the telegram is sent or for the signature of the sender.

A message may be condensed to bring it within the ten-word limit, but no money is saved by making it less than ten words.

While a telegram may be condensed for the sake of economy, great care should be taken to make it clear and exact in meaning. The following illustration will show how a letter may be condensed into a telegram.

The letter:

Blanktown, Ohio, Oct. 16, 1917.

Dear Father,

I expect to arrive home on the train that reaches Chester at six o'clock Thursday evening, October 20. Please meet me at the station.

Your affectionate son,

William.

The telegram:

Blanktown, Ohio, Oct. 16, 1917.

Henry C. James,
106 Maple Avenue,
Chester, Vermont.

Shall arrive at six evening of October twenty. Meet me.

William H. James.

Night letter. A night letter of fifty words may be sent by telegraph during the night at the same rate as ten words during the day. The company will deliver the letter in the morning or at its option may mail it at the post office of its destination.

The advantage of a night letter is that a letter of fifty words may be sent during the night to a distant point in this country and be delivered at its destination the next morning, while it might require several days for a letter to reach the same destination if it were sent through the mail.

Written Exercise

1. Change the following letter to a telegram of not more than ten words.

My train was late, and I missed the connection at Buffalo. I expect to be at school Tuesday.

2. Change the following letter to a telegram of not more than ten words.

My train is delayed by an accident, and I can not reach home until Wednesday evening.
Please meet me at the station.

3. I planned to visit Mr. W. A. Miller at 119 West 40th Street in New York City. Here is a letter; change it to a telegram of not more than ten words.

Amherst, Mass., Sept. 15, 1917.

My dear Mr. Miller,

My car was late this morning, and I did not get to Northampton in time to take the train. I will take the next train and shall arrive at New York at 7-30 this evening.

Very cordially yours,
W. O. Haven.

Note. — In the body of a telegram a name of two words like *New York* is counted as one word.

4. Change the following letter to a telegram of not more than ten words.

Blanktown, Ohio, Oct. 20, 1917.

Mr. John C. Black,
Kansas City, Mo.

My dear Mr. Black:

I have decided to accept the position that you offer me. I shall be in Kansas City in time to begin work Monday morning.

Very truly yours,

Henry Jones.

5. Mrs. George S. Bidwell intended to start Friday morning, Dec. 3, 1917, to go to the home of her mother, Mrs. Charles C. Grant, who lives in Paterson, New Jersey. She was unable to go and wrote the following letter, which she afterwards wished to change to a telegram of not more than ten words. Write the telegram.

Blanktown, N. Y., Dec. 3, 1917.

Dear Mother,

I have a very severe cold this morning, and my doctor says that I must not leave the house for several days. I will come to you as soon as I am able to travel, and I will write you when to expect me.

Your loving daughter,

Nellie.

LESSON 17

Sending Money by Mail

Nearly every boy or girl has occasion to send money by mail, and it is worth while to know how to do it correctly and safely. There are five ways in which money may be sent.

1. *By telegraph.* This is the most expensive way, and it is used when it is necessary to transmit the money in great haste. The sender pays the money at the local telegraph office and fills out a blank

provided at that place. The sender also pays the fee for sending. The only precaution necessary is to be sure to give correctly the name and the address of the person to whom the money is sent.

2. *Postal money order.* A domestic money order may be purchased at the post office in nearly every town or city. This is a safe and easy way to send small amounts. A table of rates is given below.

Not exceeding $2.50	3 cents
Over $2.50 to $5	5 cents
Over $5 to $10	8 cents
Over $10 to $20	10 cents
Over $20 to $30	12 cents
Over $30 to $40	15 cents
Over $40 to $50	18 cents
Over $50 to $60	20 cents
Over $60 to $75	25 cents
Over $75 to $100	30 cents

No order can be issued for more than one hundred dollars. If a larger sum is to be sent, additional orders must be obtained. A blank form of application may be obtained at any money order office. The sender fills out the blank for any desired amount and pays the money with the fee. The office gives the sender a money order which he forwards to the person for whom the money is intended. The receiver may get the order cashed at any money order office in the United States or its possessions. If a person buys a money order and afterwards decides not to send it, he can get it cashed at the office of issue at any time within a year.

3. *Registered letter.* A registered letter may be sent to any post office in the world. The fee is eight cents in addition to the regular postage. The advantages of registering a letter are that a receipt is given to the sender, and a chain of records and receipts from the point of mailing to the point of delivery admits of the tracing of a letter if it is lost. Also, in case of loss the post office department indemnifies the loser for its value up to twenty-five dollars, provided that the letter is mailed at and addressed to a post office in the United States. Any piece of mailable matter may be registered as well as a letter. A letter or package that is registered must bear the

name and address of the sender. The letter or package should not be dropped into the box, but should be given to a clerk or a carrier.

4. *Express order.* An express order may be purchased at an express office, and this is a safe and convenient way of sending money. The cost of an order may readily be found by consulting an express office.
5. *Personal check.* If a person has a bank account, this is a safe, simple, and cheap way of sending money.

LESSON 18

Business Forms

Invoices and Bills

Business firms usually have printed forms for invoices. Illustration:

Lyons & Carnahan
Educational Publishers
131 E. 23rd Street

New York, Jan. 8, 1918.

Sold to
School Department,
Amherst, Mass.

If you are writing a bill for something that you have sold or for some service that you have rendered, the following form may be used:

St. Louis, Mo., Dec. 17, 1917.

Mr. Henry Jones,
to Bertha Voigt, Dr.

To work as stenographer, 10 hours at 40¢ $4.00

Written Exercise

Use the proper heading for your town or city and write the following bills. Date the bill on the day on which you write it.

1. You have assisted the principal of your school in unpacking books. You worked 15 hours, and you are to receive 25 cents an hour.
2. You have worked for the school department of your town or city in copying with the neostyle for 36 hours. You are to receive 20 cents an hour. Write the bill.

Receipts

You will often be required to give a receipt for money that you receive for something that you have sold or for services that you have rendered. The following form should be used:

Fort Wayne, Ind., Jan. 12, 1917.

Received from S. N. Morse four & 50/100 dollars ($4.50) for mowing lawn.

FRED C. WHITE.

Written Exercise

Write the proper heading for your town or city and date each receipt on the day on which you write it.

1. The principal of your school has paid you $3.75 for unpacking books. Write the receipt.
2. The treasurer of your town or city has paid you $7.20 for work on the neostyle. Write a receipt.

PART II

CHAPTER I

PARTS OF SPEECH IN USE

PUPILS who study this book are expected to be familiar with the construction of the sentence and with the functions of the parts of speech.

LESSON 1

Nouns

Read: I saw a man.

The word *man* does not point out any particular man. He may be any man in the world; that is, the word *man* is common to any one of the class. It is called a *common noun.*

Read: I saw Doctor Brown.

The name *Doctor Brown* points out a particular man. It distinguishes him from all other men. It is called a *proper noun.*

A proper noun should always begin with a capital letter.

Our purpose in studying common and proper nouns is that we may know which nouns to begin with capital letters.

Read: A flock of sheep was seen on the hill.

We speak of a *flock* as one thing, but it is composed of many objects. It is called a *collective noun.*

Our purpose in studying collective nouns is that we may know whether to treat them as singular or plural. (See Lesson 30.)

Exercise

Fill each blank with a suitable collective noun.

1. A —— of bees.
2. A —— of people.
3. A —— of grapes.
4. A —— of smugglers.
5. A —— of ships.
6. A —— of birds.
7. A —— of baseball players.
8. A —— of soldiers.
9. A —— of cattle.
10. A —— of sheep.

Exercise

Name each noun and tell whether it is common or proper.

1. Sir Launfal woke as from a swound:
"The Grail in my castle here is found!
Hang my idle armor up on the wall,
Let it be the spider's banquet hall;
He must be fenced with stronger mail
Who would seek to find the Holy Grail." Lowell

2. He told the red man's story; far and wide
He searched the unwritten annals of his race;
He sat a listener at the Sachem's side;
He tracked the hunter through his wildwood chase.

High o'er his head the soaring eagle screamed;
The wolf's long howl rang nightly; through the vale
Tramped the lone bear; the panther's eyeballs gleamed;
The bison's gallop thundered on the gale.

Oliver Wendell Holmes

3. Great was the grief in the village school when Tom Brown drove off with the Squire one August morning to meet the coach on his way to school at Rugby. Each of them had given him some little present of the best that he had, and his small private box was full of peg tops, white marbles, screws, birds' eggs, whip cord, and other miscellaneous boys' wealth. Poor Jacob Doodlecalf in a flood of tears had pressed upon him with sputtering earnestness his tame

pet hedgehog, but this Tom had been obliged to refuse by the Squire's order.

Tom and his father had alighted at the Peacock Inn, London, at about seven in the evening, and, having heard with unfeigned joy the paternal order for supper and seen his father seated cozily by the bright fire in the coffee room with the paper in his hand, Tom had run out to see about him and wondered at all the vehicles passing and repassing.

Tom Brown's School Days

Written Exercise

Write a composition of two paragraphs upon the subject *The Boston Tea Party*, using the words given in the list below. The words are printed without capital letters.

england	tax	tea	boston	harbor	ship
meeting	indians	paint	blankets	hatchets	water

The topics of the paragraphs may be:

1. The reason for the tea party.
2. What the people did.

Note to Teacher. — This exercise is designed especially to test the ability of the pupils to use proper and common nouns correctly, and the papers should be marked on this basis. The pupils should also be required to begin each sentence with a capital letter and to end it with a proper mark. In general all the written work in this book should be cumulative; that is, the pupils should be responsible for all that has been taught in preceding lessons.

LESSON 2

Number

Read:

1. There is an oak *tree* on the lawn.
2. There are oak *trees* on the lawn.

In the first sentence the noun *tree* means one, and it is said to be in the *singular number*.

In the second sentence the noun *trees* means two or more, and it is said to be in the *plural number.*

Our purpose in studying number is that we may learn how to write the plurals of nouns.

Most nouns are made plural by adding *s* to the singular. Thus, —

boy	boys	book	books	pencil	pencils

When the plural of a noun adds a syllable to the singular in pronunciation, the plural ends in *es.* Thus, —

gas	gases	box	boxes	dress	dresses
bush	bushes	dish	dishes	church	churches

Some nouns ending in *o* form their plurals by adding *s*, and others by adding *es.* When in doubt, consult a dictionary. Illustrations:

solo	solos	echo	echoes
piano	pianos	potato	potatoes

Nouns Ending in *y*

Study these plurals:

day	days	fly	flies
bay	bays	cry	cries

Notice that, when the final *y* is preceded by a vowel, *s* is added to form the plural.

When the final *y* is preceded by a consonant, the plural ends in *ies.*

Learn this rule:

Nouns ending in y *preceded by a consonant form the plural in* ies.

Note. — The *s* is added, and *y* is changed to *ie* before the *s.*

Exercise

Spell the plural of the following words:

1. joy
2. play
3. lay
4. sky
5. poppy
6. dory
7. sty
8. gravy
9. alloy
10. fancy
11. display
12. company
13. trolley
14. canary
15. lily
16. story
17. duty
18. lady
19. cherry
20. berry
21. journey
22. diary
23. country
24. enemy
25. cruelty
26. frenzy
27. candy
28. jelly
29. tally
30. dray
31. pansy
32. rowdy
33. entry
34. tray
35. survey
36. shanty
37. birthday
38. penny
39. salary
40. malady
41. valley
42. chimney
43. society
44. army
45. turkey
46. industry
47. colony
48. comedy
49. dairy
50. family
51. remedy
52. array
53. ruby
54. gray
55. jolly
56. ally
57. buggy
58. clay
59. rally
60. hobby
61. county
62. supply
63. bounty
64. kidney
65. monkey
66. liberty
67. quality
68. fairy
69. mystery
70. theory
71. sympathy
72. century
73. injury
74. library
75. agency
76. cavity
77. reply
78. volley
79. spy
80. dandy
81. lobby
82. alley
83. essay
84. jury
85. eddy
86. treaty
87. pulley
88. mercy
89. sundry
90. vanity
91. jockey
92. memory
93. secretary
94. attorney
95. quarry
96. dictionary
97. laundry
98. courtesy
99. holiday
100. melody
101. victory
102. artery
103. ovary
104. donkey

Note. — Verbs ending in *y* follow the same rule in regard to spelling as nouns. Thus, —

I buy. He buys. I try. He tries.

Other Plural Forms (for reference)

1. A few nouns form their plural by a change in the word. Thus, —

foot	feet	louse	lice	woman	women
goose	geese	mouse	mice	ox	oxen
tooth	teeth	man	men	child	children

2. A few nouns have the same form in the singular and in the plural. Some of them are:

deer sheep heathen trout

3. A few nouns are always, or nearly always, used in the plural form. Most of these are names of things that are made up of two or more parts.

assets	pincers	scissors	thanks	tongs
bellows	scales	shears	tidings	trousers

4. A few nouns that are plural in form are singular in meaning. The most common are:

civics	mathematics	mumps	physics
economics	measles	news	politics

5. The plural of letters, figures, and signs is made by adding an apostrophe and the letter *s*. Thus, —

There are three *n*'s in cannon.
How many 3's are there in 12?
The +'s should not look like the ×'s.

6. The plural of each of the following nouns ending in *f* or *fe* ends in *ves:*

1. beef	5. leaf	9. shelf	13. wolf
2. calf	6. loaf	10. staff	14. knife
3. elf	7. self	11. thief	15. life
4. half	8. sheaf	12. wharf	16. wife

Thus, — beeves, calves, elves, halves, leaves, loaves, etc. The forms beefs, wharfs, and staffs are also used.

Other nouns ending in *f* or *fe* form their plurals in the regular way.

7. Compound nouns form their plurals in three ways:

(*a*) Like single words.
handfuls, hatbands, spoonfuls, toothpicks.

(*b*) By changing the first part when that is the important word in the compound.
brothers-in-law, men-of-war, sons-in-law.

(*c*) By changing both parts.
knights-templars, men-servants, women-servants.

8. Some words from other languages retain their foreign plurals. Thus, —

alumna (fem.)	alumnae	oasis	oases
alumnus (mas.)	alumni	parenthesis	parentheses
analysis	analyses	phenomenon	phenomena
axis	axes	radius	radii
datum	data	thesis	theses
memorandum	memoranda	vertebra	vertebrae

9. Proper nouns form their plurals by adding *s* or *es*. Thus, —

Mary Marys Henry Henrys

There are two Samuels in our class.
The three Helens are present.
The Hamlins are all tall.

When the title *Mr.* is used with a name, either the title or the name may be made plural. The title is always made plural when it is used with two or more different names.

The plural of *Mr.* is *Messrs.* (Pronounced Messers.)

There were two Mr. Youngs in the room.
Messrs. Kingsley, Strong, and Lyman sat at the table.

The plural of *Miss* is *Misses*.

The three Misses Read decorated the room.

The title *Mrs.* has no plural form.

A few nouns have two plurals. In such cases there is always some difference in the use of the two forms. Thus, —

brother	brothers	(Same family)
	brethren	(Same organization)
cloth	cloths	(Pieces of cloth)
	clothes	(Garments)
die	dies	(For stamping)
	dice	(For play)

Consult a dictionary for such words.

Other titles are always made plural when used with two or more names. Thus, —

Doctors Taylor, Adams, and Howard were present.
Mayors Bradford, Walters, and Jones sat on the platform.

10. Study these sentences:

Pages 9, 10, and 11 may be omitted.
Our next lesson will be chapters 3, 4, and 5.
Books 4 and 5 are for grammar grades.

Written Exercise

Write twenty sentences. Use as a noun the plural of the word after each number. Number each sentence with the number before the word.

1. journey	6. axis	11. scissors	16. tooth
2. echo	7. wolf	12. 8	17. alumnus
3. church	8. roof	13. spoonful	18. radius
4. hero	9. thief	14. a	19. datum
5. life	10. deer	15. story	20. man-servant.

Written Exercise

1. Write a sentence stating that Doctor Smith, Doctor Read, and Doctor Jones held a consultation. Do not repeat the title.
2. Write a sentence stating that Mr. Lyman, Mr. Taintor, Mr. Morse, and Mr. Rust have formed an association for the purpose of promoting a country club. Do not repeat the title.
3. Write a sentence stating that three girls by the name of Burt have opened a candy store. Use the title and not the first names.
4. Write a sentence stating that Mayor Preston, Mayor Smith, and Mayor Haven sat on the platform at the meeting. Do not repeat the title.

Written Exercise

Write a composition of three paragraphs upon the subject *Our Picnic*. The details may be imagined. Use the plurals of the following words:

1. Miss Burt	4. child	7. game	10. party	13. boy	16. girl
2. prize	5. race	8. handful	11. berry	14. story	17. journey
3. lady	6. horse	9. wagon	12. candy	15. box	18. cake

Use these topics for the paragraphs:

1. Where it was held.
2. How we reached the place.
3. What we did.

LESSON 3

Case

Read:

1. The boy has written the exercise.
2. The boy's exercise is not long.
3. The teacher called the boy.
4. She handed the paper to the boy.

Notice that the noun *boy* is used in three relations in the sentences.

In the first sentence it is the subject of the sentence, and it is said to be in the *nominative case.*

In the second sentence it shows possession, and it is said to be in the *possessive case.*

In the third and the fourth sentences it is used as an object, and it is said to be in the *objective case.*

Notice that the form of the noun in the possessive case is different from that in the other two cases.

Our purpose in studying case is that we may learn how to use and how to spell the possessive.

LESSON 4

Possessives

The possessive form is used to indicate ownership, possession, or authorship. Thus, —

John's hat. The *teacher's* desk. *Webster's* dictionary.

The possessive is formed by adding an apostrophe and the letter s *to the noun unless it ends in* s. *When a common noun ends in* s, *the* s *after the apostrophe is omitted to avoid an unpleasant sound.*

1. If the noun that we wish to make possessive is *boy*, we add an apostrophe and an *s*. The form is *boy's*.
2. If the noun that we wish to make possessive is *boys*, we add an apostrophe but omit the *s*. The form is *boys'*.
3. If the word that we wish to make possessive is men, we add an apostrophe and an *s*. The form is *men's*.
4. If the word that we wish to make possessive is *ladies*, we add an apostrophe but omit the *s*. The form is *ladies'*.

The same rule applies to both singular and plural nouns.

NOTE. — In applying the rule, one should be sure to have the right form of the word in mind before making it possessive. This may usually be found by asking the question *Who is it?* or *What is it?* Thus, —

In the second illustration we ask *Who is it?* and the answer is *boys* (not *boy*).

In the third illustration the answer is *men* (not *man*).
In the fourth illustration the answer is *ladies* (not *lady*).

NOTE. — The possessive of the personal pronouns is not formed by the use of the apostrophe.

WRITTEN EXERCISE

Write twenty sentences, using as a possessive each of the words given below. Number each sentence with the number before the word. Make as much variety in the sentences as possible.

1. girl	5. lady	9. girls	13. mouse	17. birds
2. boys	6. child	10. boy	14. women	18. chicken
3. horses	7. men	11. woman	15. thief	19. clerks
4. man	8. thieves	12. ladies	16. children	20. workmen

WRITTEN EXERCISE

Write ten sentences, each of which shall contain a possessive.

Many proper names end in *s*. In forming the possessive, good usage allows an apostrophe alone for the sake of euphony, or an apostrophe and an *s*. Thus, —

James' hat or James's hat.

The advantage in the use of an apostrophe and an *s* is that in the spoken form there is a distinction between the simple word and the possessive form. There is no difference in sound between *James* and *James'*.

In general it is better to add the *s* to form the possessive of proper names when without it there would be an uncertainty in regard to the name when the form is spoken. For example:

There is a girl whose first name is *Jane* and another girl whose last name is *Janes*. If we write *Miss Jane's book* and *Miss Janes' book*, there is no distinction in sound when the words are spoken. Therefore it is better to write *Miss Jane's book* and *Miss Janes's book*.

Written Exercise

Write twelve sentences, using each of the names given below as a possessive. Number each sentence with the number before the name.

1. Mr. Hill	4. Mrs. Foulds	7. Mr. Robbins	10. Mr. Thomas
2. Miss Wells	5. Dr. Child	8. Miss Forbes	11. Mr. Francis
3. Mr. Roberts	6. Dr. Hills	9. Mr. James	12. Mr. Cross

Note. — When there is no uncertainty in regard to the name, either form may be accepted. If the addition of an *s* causes an unpleasant sound, it should not be used.

To indicate joint ownership, possession, or authorship when two or more nouns are used together, the possessive sign is added to the last name only. Thus, —

Frank and Henry's pony.
Jordan and Marsh's store.
Jones and White's spellers.

To indicate separate ownership, possession, or authorship the possessive sign is added to each name. Thus, —

Lucy's and Nellie's books.
Lang's and Russell's stores.
We use Brown's and Smith's readers.

Note. — In compound nouns the possessive sign is added to the last part. Thus, —

I visited at my brother-in-law's house.

When a noun is in apposition (see page 379), the possessive sign is added to the appositive. Thus, —

I went to John, our class president's, home.

When an appositive phrase is long, it is usually better to use a phrase with *of* instead of the possessive. Thus, —

I went to the home of John, our class president.

Written Exercise

Use the possessive form or forms in each sentence.

1. Write a sentence showing that Frank and Henry together own a boat.
2. Write a sentence showing that John and William each owns a bicycle.
3. Write a sentence showing that Mary and Myra each owns a piano.
4. Write a sentence showing that George and Fred together own an automobile.
5. Write a sentence showing that two men whose names are King and Preston together wrote an arithmetic.
6. Write a sentence showing that two boys, Alfred and James, have each written a composition.
7. Write a sentence showing that two men whose names are Gordy and Davis each wrote an algebra and that the books are used in your school.
8. I bought a hat at a store owned by Mr. McDonnell and Mr. Merritt. Write the statement.
9. Write a sentence showing that James and Frank together owned a cow which took a prize at the county fair.
10. Write a sentence showing that Bertha, Mary, and Ethel each owns a typewriter.

The possessive form is rarely used except with nouns denoting living beings. Instead of writing *The book's cover*, we should write *The cover of the book*. Certain forms are, however, in good usage. Thus, —

The sun's rays. The earth's surface. A day's work.

The word *else* used as an adjective to modify a pronoun in the possessive case regularly follows the pronoun and takes the possessive sign. Thus, —

I found I had somebody else's umbrella.
If that were anybody else's book, I should not take it.

Written Exercise

Signs indicating the articles for sale are sometimes displayed over the counters or tables in department stores. An illustration

of such a sign is given below. All important words in a sign should begin with capital letters.

BROWN'S PENS

1. Write a sign of four words that might be placed over a table where clothing for men and boys is sold. Use the possessive form.
2. Write a sign of four words that might be placed over a table where shoes for women and girls are sold. Use the possessive form.
3. Write a sign of four words that might be placed over a table where hats for boys and girls are sold. Use the possessive form.
4. Write a sign of two words that might be placed over a table where hats for ladies are sold. Use the possessive form.
5. Write a sign of four words that might be placed over a table where gloves for women and girls are sold. Use the possessive form.

WRITTEN EXERCISE

Write a composition of three paragraphs upon the subject *Nutting*. The details may be real or imaginary. Use these topics for the paragraphs:

1. Going to the woods.
2. Getting the nuts.
3. Returning.

Use the possessive plurals of at least eight of the following words:

1. boy	3. girl	5. man	7. woman	9. child	11. teacher
2. bird	4. friend	6. horse	8. squirrel	10. farmer	12. mother

LESSON 5

Appositives

Read:

At eight o'clock in the morning the sexton, an ancient man, hobbled slowly through the village.

The phrase *an ancient man* describes the noun *sexton*, and the noun *man* is said to be in apposition with the noun *sexton*. The noun *man* is called an *appositive*.

An appositive is in the same case as the noun that it describes or explains; that is, the noun *sexton* is in the nominative case because it is the subject of the sentence, and the noun *man* is in the same case.

An appositive with its modifiers should be set off from the rest of the sentence by a comma or by commas.

Our purpose in studying appositives is that we may learn to punctuate correctly a sentence containing an appositive.

NOTE. — Sometimes a noun and its appositive are so closely connected that the appositive is not set off by a comma or by commas. Thus, —

My friend *Smith* lives in Boston.
The noun *book* is in the nominative case.

Adjectives are often used like appositives. Thus, —

There lies upon the other side of the wide Atlantic a beautiful island, famous in story and song.
On the other side he looked down into a deep mountain glen, wild, lonely, and shagged.
On the other side were the highlands, vast and cragged.

WRITTEN EXERCISE

Write each sentence and punctuate properly.

1. Our flag the hope of the world must be respected.
2. The monarch oak the patriarch of trees
   Shoots rising up and spreads by slow degrees.
3. Beethoven the great musician was deaf.
4. Priam king of Troy was slain by Pyrrhus son of Achilles.
5. Boston the Athens of America is the metropolis of New England.
6. It was he the boy whom they had called coward because he would not fight who had risked his life to save that of John Dean his enemy.
7. Jefferson the author of the Declaration of Independence died at Monticello.
8. The flowers of the apple are perhaps the most beautiful of any tree so copious and so delicious to both sight and scent.

9. An ancient clock that important article of cottage furniture ticked on the opposite side of the room.
10. It was the great hall of William Rufus the hall which had resounded with acclamations at the inauguration of thirty kings the hall which had witnessed the just sentence of Bacon and the just absolution of Somers.

Oral Exercise

Read the following selection and mention each appositive noun and each adjective used as an appositive. The exercise is printed without commas.

With thunderbolts and lightning flashes Zeus the father of gods and of men punished the crimes of mortals. His brothers were Poseidon the ruler of the sea and Pluto king of the underworld the abode of the dead. Hera the wife of Zeus sat at his right while at his left sat Pallas Athene goddess of wisdom.

The most beautiful of all the gods was Apollo god of the sun patron of music and poetry and leader of the nine Muses. His twin sister was Artemis goddess of the moon and of the chase. She is often represented with a stag and a quiver of arrows and wearing upon her forehead her emblem the crescent moon.

Aphrodite most lovely of all born of the sea foam was the goddess of love and beauty.

Ares the god of war and Hephaestus the smith of the gods also dwelt upon Mt. Olympus.

Hermes the winged messenger swifter than the eagle in his flight sped through the air with winged staff cap and sandals.

LESSON 6

Personal Pronouns

Read:

1. *I* have written my exercise.
2. *You* have an easy lesson.
3. *He* made a good recitation.

In the first sentence the pronoun *I* represents the speaker, and in grammar the speaker is said to be in the *first person.*

In the second sentence the pronoun *you* represents the person spoken to, and in grammar the person spoken to is said to be in the *second person.*

In the third sentence the pronoun *he* represents the person spoken of, and in grammar the person spoken of is said to be in the *third person.*

These pronouns are called *personal pronouns* because they indicate the grammatical person.

A personal pronoun is a pronoun that shows by its form whether it represents the person speaking, the person addressed, or the person or object mentioned.

Our purpose in studying the personal pronouns is that we may learn to use the right forms in speaking and in writing.

The personal pronouns have different forms for the three cases and for the singular and the plural numbers. When we give these different forms, we are said to *decline* the pronouns.

First Person

The personal pronoun of the first person is declined:

	SINGULAR	PLURAL
Nominative	I	we
Possessive	my or mine	our or ours
Objective	me	us

When the possessive personal pronoun is used in the predicate, the second form is used. Thus, —

The pencil is mine. The pencils are mine.

Although the words are said to be possessive, they are used like predicate adjectives.

Notice that the apostrophe is not used in forming the possessive of personal pronouns.

Second Person

The personal pronoun of the second person is declined:

	SINGULAR	PLURAL
Nominative	you	you
Possessive	your or yours	your or yours
Objective	you	you

Notice that the forms in the singular and in the plural are the same. As we always know to whom we are speaking, we always know whether the form is singular or plural in meaning. In grammatical construction the forms are always considered to be plural.

Third Person

In the singular the personal pronoun of the third person has different forms to indicate sex. This distinction is called *gender*. There are three genders, — *masculine*, *feminine*, and *neuter*. The masculine indicates males, and the feminine indicates females. The word *neuter* means *neither*.

The personal pronoun of the third person is declined:

Masculine

	SINGULAR	PLURAL
Nominative	he	they
Possessive	his	their or theirs
Objective	him	them

Feminine

Nominative	she	they
Possessive	her or hers	their or theirs
Objective	her	them

Neuter

Nominative	it	they
Possessive	its	their or theirs
Objective	it	them

Exercise

Mention each personal pronoun and tell the noun which it represents.

1. My Indian rose early, mended his moccasins, then expressed by signs something about his son and the Englishman we met yesterday. Conceiving that he wished to send some message to his family, I suffered him to depart. After his departure I felt the curse of solitude although he was truly no company. Boley arrived about ten o'clock. He said that he had followed us till some time in the night when, believing that he could overtake us, he stopped and made a fire, but, having no ax to cut wood, he was near freezing.

2. I cried and waved on Mr. Rankeilor, who came up alone and was presented to my friend, Mr. Thompson.
"Mr. Thompson, I am pleased to meet you," said he, "but I have forgotten my glasses, and our friend, Mr. David, will tell you that I am little better than blind, and that you must not be surprised if I pass you by to-morrow."

3. Hush thee, my baby, thy sire was a knight,
Thy mother a lady, both lovely and bright;
The woods, the glens, from the tower which we see,
They all are belonging, dear baby, to thee.

LESSON 7

Personal Pronouns in Use

A personal pronoun should be in the same number and gender as the noun to which it refers. Thus, —

Each *man* finished *his* work.
The *girl* has written *her* exercise.

When a pronoun refers to a person whose gender is not indicated, the masculine gender may be used or pronouns representing both genders may be used. Thus, —

If any *pupil* has my knife, I wish *he* would return it.

Or,

If any *pupil* has my knife, I wish *he* or *she* would return it.

The first form is preferred unless the sense requires that both genders shall be mentioned.

The pronoun *them* should never be used as a modifier. It is not correct to say:

I saw *them* books.

Especial care is necessary in regard to number.

Wrong: If any *one* took my pencil, I wish *they* would return it.
Right: If any *one* took my pencil, I wish *he* would return it.

A noun preceded by *any*, *each*, or *every* is considered to be singular in grammatical construction, and a pronoun that is used to refer to such a noun should be singular. Thus, —

Wrong: Each clerk must do *their* own work.
Right: Each clerk must do *his* own work.

Oral Exercise

Insert *he*, *she*, *his*, *her*, *they*, *their*, *them*, *it*, or *its* in each blank in the following sentences. Give the reason for using the one that you select.

1. Every one must put —— books away before leaving the building.
2. Every boy and girl must be in —— seat when the bell rings.
3. Every child likes to have —— own way.
4. The country expects every man to do —— duty.
5. The principal wishes every member of the school to feel it —— duty not to be tardy.
6. Each boy declared that —— would not play.
7. Will some one let me take —— algebra?
8. Some one has forgotten —— umbrella.
9. Every one of the pupils must finish —— work before Thursday.
10. Each member of the club wore —— sweater.
11. Has anybody lost —— gloves?

12. Each pupil did —— very best.
13. The children will receive —— new pencils to-morrow.
14. Everybody should look out for —— own pencil.
15. All the boys have copied —— exercises.
16. Who remembers when —— should use *then* and *than?*
17. Has either of them finished —— shorthand exercise yet?
18. If any one was in the real estate business, —— might make something out of it.
19. Has any member of the committee any suggestion which —— would like to make?
20. If any one has lost a pocketbook, —— may get it at the office at noon.
21. If any one calls me while I am away, tell —— I shall return soon.
22. If any teacher knows a good plan for preventing tardiness, we wish —— would send a brief statement of it for this column.
23. I believe it is worth any one's time to visit the creamery and see for —— the wonderful process.
24. I think it is a card some one brought when —— (was, were) getting a work certificate.
25. Everybody uses a fountain pen; that is, —— would use one if —— could be made to believe there was such a thing as a fountain pen that wouldn't continually get out of order.

Oral Exercise

Read the following exercise and correct any errors.

1. If any one is interested in that kind of work, they will be interested in going over the building.
2. Has any member of the committee any suggestion in regard to the report which they wish to make?
3. The only immigrant who is not desired in this country are those who have their passage paid by others.
4. Any person coming to this city must bring a clean bill of health from the town in which they live.
5. If any one takes the work at one hundred dollars, they are not getting very much out of it.
6. If any boy or girl wishes to succeed as a stenographer, they must be willing to put all their time into the work.

7. It was great fun to see who could make their arrow go the farthest.
8. A person going west can go a long distance in the city if they get transfers.
9. In this store each girl has their own cash register to save time in making change.
10. I do not think any one could understand what he is reading unless they were looking on the book.
11. Any one's knowledge of shorthand is not of much value to them without a knowledge of typewriting.
12. It will be all right if we can get a third person to look it over to see what they think about it.
13. If any one asks you what their mark is, tell them the marks will be given out next week.
14. All the churches in the town held a picnic at the park, and every church had a table of their own.
15. I put the pitcher away because any one coming in without a light might knock it off the table if they were not careful.
16. Who has any money that they want to put into an investment that is sure to pay good interest?
17. If any one says anything about smelling smoke in the room, tell them that it was caused by burning papers in the furnace.
18. The dog carries a basket of food fastened around his neck so that if he finds any one in trouble he can help them.
19. The aim of the national pay-up week is for each person to make a special effort to liquidate their indebtedness during the six days.
20. Every pupil who wishes to enter the new vocational school must bring a certificate stating that they have completed the work of the grades in a satisfactory manner.
21. It didn't seem fair for a person to receive the benefits when they are not willing to contribute their share toward bringing about the condition.
22. For a man or a woman past middle life, depending upon their own efforts, and with only a small or moderate sum to invest, an annuity is the safest investment.
23. The system adopted by Postmaster Costello has been to require every person who receives mail at the general delivery window to sign a card stating why they do not receive their mail at home.

24. Unless the man was mistaken, a second person must have gone through the clothes. If they did, they must have had some consideration for him by leaving the five dollar bill.
25. Wherever a person living in an accessible community of the Connecticut Valley desires to take one of the extension courses named in the bulletin, they can do so by forming a class. The class shall appoint an executive secretary from their number to make the necessary arrangements with the administrative officer of the committee.

EXERCISE

Bring to class sentences which you have heard in which the personal pronoun is used incorrectly.

LESSON 8

An Adventure

Write the story of a real or an imaginary adventure. Give it a suitable title and make three paragraphs.

1. How it happened.
2. The adventure.
3. Conclusion.

LESSON 9

Predicate Nominative

Read:

1. It is *I*.
2. The people in the car were *they*.

In the first sentence the personal pronoun *I* is used in the predicate to explain the subject. It is called a *predicate nominative*, and it is in the nominative form. In the second sentence the pronoun *they* is a predicate nominative, and it is in the nominative form.

Errors are often made through failure to use the nominative form in sentences similar to those given for illustration.

Exercise

Read each sentence and insert the right form of the personal pronoun of the first person in each blank. Give the reason for the form that you select.

1. He divided the apple between you and ——.
2. Did he think it was ——?
3. Was it —— that you called?
4. The principal blames both him and ——.
5. Who took the book from the chair? It was ——.
6. My sister and —— were alone on the island.
7. All the boys went on the trip except you and ——.
8. Did you invite Mary or —— to go with you?
9. He brought the fruit for you and ——.
10. It couldn't have been ——.

Fill each blank with a personal pronoun of the third person.

11. The teacher praised them all, especially ——.
12. If I were ——, I should remain here.
13. My brother and —— played ball.
14. Who spilled the ink? It was ——.
15. Either —— or I will stay with you.
16. With Frank and —— I have no trouble.
17. They are all going except you and ——.
18. When you saw Nellie and ——, they were going to school.
19. It makes no difference either to you or to ——.
20. Have you ever seen Nellie and —— in a tennis game?

LESSON 10

Interrogative Pronouns

Read:

Who bought the book?
Which is your book?
What did he say?

Who, *which*, and *what*, when used as pronouns in asking questions, are called *interrogative pronouns*.

Who is used to refer to persons only, *which* to both persons and things, and *what* to things only.

Who and which are declined:

	SINGULAR	PLURAL
Nominative	who	who
Possessive	whose	whose
Objective	whom	whom
Nominative	which	which
Possessive	whose	whose
Objective	which	which

Notice that the forms for the singular and the plural are the same.

The interrogative pronoun *what* always has the same form, and it is not used in the possessive.

The use of the interrogative pronoun *who* requires care.

Read:

Whom did you meet this morning?

Arranged in the natural order, the sentence reads:

You did meet *whom* this morning?

The pronoun *whom* is in the objective case because it is the object of the verb *meet*. In all such sentences the *objective form* should be used.

EXERCISE

Insert the right form of the interrogative pronoun *who*.

1. —— did you see at the station?
2. To —— did you give the note?
3. —— shall you visit, Nellie or Mabel?
4. —— did the club elect for secretary?
5. —— did you invite to your party?

LESSON 11

Adjectives. Comparison

Read:

1. I found my late *poor* and *contented* friend one of the *richest* and *most miserable* men in Paris.
2. The man was a *better* workman than his son. The skill of the *older* man was remarkable.

In these sentences the adjectives *poor* and *contented* simply describe without indicating any degree of comparison with any other friend or friends, and they are said to be in the *positive degree.*

The adjectives *better* and *older* indicate that one man possesses the qualities to a higher degree than the other. The adjectives are said to be in the *comparative degree.*

The adjectives *richest* and *most miserable* indicate that this man is compared with all the other men in Paris, and that he possesses these qualities to a higher degree than the others. The adjectives are said to be in the *superlative degree.*

Adjectives of one syllable and some adjectives of two syllables form their comparative and superlative by adding *er* and *est* to the positive.

Some adjectives of two syllables and most adjectives of more than two syllables are compared by using *more* and *most* or *less* and *least* with the positive. Thus, —

fragrant	more fragrant	most fragrant
expensive	less expensive	least expensive

A few adjectives have irregular forms of comparison. Consult a grammar for these forms.

Our purpose in studying comparison is that we may learn how and when to use its different degrees.

The comparative degree should be used when two persons or objects are compared.

Errors are not likely to be made in the uses of the positive and the superlative degrees.

Oral Exercise

Read each sentence. Select the right form of the adjective in the parentheses. Tell why the comparative or the superlative is used.

1. Both of the boys are clever, but Jack is the (quicker, quickest) of the two.
2. Whom did the (younger, youngest) of your two cousins marry?
3. Which is (better, best), health or wealth?
4. Three propositions were made, the (easier, easiest) of which pleased me.
5. There are two roads to the old manse, one, the (longer, longest) through the woods and the other across the sandy plain. Dr. Babbitt decided to take the (shorter, shortest) one.

Written Exercise

Write a composition of three paragraphs upon the subject *A Flower*. Use at least ten of the following words. Each word may be in any degree of comparison.

little	pretty	slender	yellow	tiny	small
fragrant	bright	green	tall	large	wild

The three paragraphs may be:

1. The place where I found it.
2. The description.
3. The reason why I liked it.

The Right Use of Words

Different than

The words *different than* should not be used instead of *different from*.

Wrong: The new book is *different than* the old one.
Right: The new book is *different from* the old one.

ORAL EXERCISE

Give sentences, using the word *different* correctly.

WRITTEN EXERCISE

Write five sentences, in each of which the word *different* is used correctly.

LESSON 12

The Articles. A, An, The

The words *a, an, the* are adjectives, but they are usually called *articles.*

Our purpose in studying the articles is that we may know when an article is needed with a noun and which article to use.

When two or more nouns are connected, an article is used with the first only if one person or object is meant. Otherwise an article is used with each noun if it is used with the first. Thus,—

The treasurer and manager is here.

The sentence means that both offices are held by one man, and one man is present.

The treasurer and the manager are here.

This sentence means that the offices are not held by the same man, and two men are present.

Read:

A red and white streamer waved over the tent.

This sentence means that there was one streamer. When two or more adjectives are used to modify the same noun, an article is used before the first only.

Read:

A red and a white streamer waved over the tent.

This sentence means that there were two streamers. One was

red, and one was white. The adjective *red* modifies the word *streamer* understood. Written in full this sentence would be:

A red (streamer) and a white streamer waved over the tent.

Exercise

1. Make a sentence showing that a farmer had two horses, and that one was black and one was white.
2. Make a sentence showing that a ship carried two flags. One was red and white and blue, and one was blue and white.
3. Make a sentence showing that a hunter has one dog, and that it is black and tan in color.
4. Make a sentence showing that a boy has two caps, and that one is black and one is blue.
5. Make a sentence showing that a girl has one sash, and that part of it is red and part of it is white.

Written Exercise

Write ten sentences that illustrate the use of the articles as taught in this lesson.

LESSON 13

Predicate Adjective

An adjective modifying the noun or the pronoun used as the subject of a sentence is sometimes placed in the predicate instead of near the word that it modifies. An adjective that is used in this way is called a *predicate adjective*. Illustration:

The apples are *red*.

Written Exercise

Give sentences that illustrate the use of predicate adjectives.

LESSON 14

Adverbs

Read:

It must have snowed most wonderfully to have made that depth of covering in eight hours.

The adverb *wonderfully* is used to modify the predicate verb *snowed.* The adverb *most* is used to modify the adverb *wonderfully.*

Read:

The wall is *too* high.

The adverb *too* is used to modify the adjective *high.*

We see that an adverb is used to modify a verb, an adjective, or another adverb.

An adverb usually answers one of the questions, *How? When? Where?* or *In what degree?* Thus, —

The arrow flew *swiftly.*	(How)
The ship will arrive *soon.*	(When)
The flag was still *there.*	(Where)
The boy studied *very* hard.	(In what degree)

Our purpose in studying adverbs is that we may learn how to use adverbs correctly and not to confuse them with adjectives.

Written Exercise

Write ten sentences, each of which contains at least one adverb. Underscore the adverb.

LESSON 15

Adjectives and Adverbs in Use

Good usage has decreed that certain words shall be used as adjectives and other words as adverbs.

Some of the words that are nearly always used as adjectives are *good, sweet, sour, safe, cold, sure.*

Some of the words that are nearly always used as adverbs are *now, to-day, soon, then, here, often, too, very, quite.*

Many words used as adverbs are derived from adjectives by the addition of *-ly*. Thus, —

Adjective	*Adverb*	*Adjective*	*Adverb*
beautiful	beautifully	possible	possibly
certain	certainly	steady	steadily
different	differently	sure	surely
powerful	powerfully	true	truly

In general, when a word commonly used as an adjective has a corresponding adverb form made from the adjective by the addition of *-ly*, the adjective form should not be used as an adverb.

Some words are used both as adjectives and as adverbs. Some of these are:

little, much, more, far, late, fast, hard.

The apple is *hard*. (Adjective)
The man worked *hard*. (Adverb)

It is necessary to make a careful distinction between a predicate adjective and an adverb used to modify the verb.

A word that is used to modify the subject is a predicate adjective.

A word that is used to modify the predicate verb by telling *how*, *when*, *where*, or *in what degree* is an adverb.

The greatest difficulty occurs after such verbs as *look*, *feel*, *sound*, *seem*, *appear*, *grow*, *prove*, *turn*, *taste*, *smell*.

Read:

1. The workman seemed very *careful*.

The word *careful* is used to describe the subject *workman*, and it is a predicate adjective. The adjective form is used.

2. The man studied the directions *carefully*.

The word *carefully* is used to tell how the man studied, and it is an adverb. The form used as an adverb ends in *-ly*.

Read:

1. The sap tastes *sweet*.
2. The girl smiled *sweetly*.

In the first sentence the word *sweet* describes the subject *sap*, and it is a predicate adjective.

In the second sentence the word *sweetly* tells how the girl smiled, and it is an adverb modifying the verb *smiled*.

Read:

1. The boy was too *proud* to admit his defeat.

The word *proud* is a predicate adjective, and the adjective form is used.

2. The artist looked *proudly* at his picture.

The word *proudly* is an adverb modifying the predicate verb, and the adverb form is used.

The words *good* and *well* require especial care. We say:

The fruit seemed very *good*.

In this sentence *good* is a predicate adjective modifying the subject *fruit*.

We say:

The pianist played very *well*.

The word *well* is an adverb modifying the predicate verb *played*.

Good is used as an adjective, and it should never be used as an adverb. It is not correct to say *The boy played good*.

Well is used as an adjective when it refers to the health of a person or an animal, and sometimes when it refers to a condition. When used in the latter sense, it is almost always used as a predicate adjective. Illustrations:

The child is very *well*.
All is *well*.

In other cases *well* is the adverb that corresponds to the adjective *good*.

The word *better* is the comparative of both *good* and *well*. Thus, —

Maple sugar is *better* than candy. (Adjective)
He can write *better* than I. (Adverb)

Exercise

Read each sentence and select one of the words in the parenthesis. Give the reason for your choice. The exercise may be written at the option of the teacher.

1. The wind blows (cold, coldly).
2. He does his work (neat, neatly).
3. The bird flew (swift, swiftly) through the air.
4. The boy ran (rapid, rapidly) down the street.
5. The apple tastes (sour, sourly).
6. The table feels (rough, roughly).
7. The dog barked (fierce, fiercely).
8. He treated the boy (rough, roughly).
9. The lawn looks (smooth, smoothly).
10. The flower smells (fragrant, fragrantly).
11. The party arrived home (safe, safely).
12. The pupils in the fifth grade write (bad, badly).
13. New maple sugar tastes (sweet, sweetly).
14. When one is pleasantly employed, time passes (quick, quickly).
15. The young man soon learned to do the work (easy, easily).

Note. — When two or more words are used together to form a modifier, the words should be connected by a hyphen. Thus, —

He was a matter-of-fact man.

LESSON 16

Right Use of Words

Good *Well*

Good should never be used as an adverb. The corresponding adverb is *well.*

Wrong: He played *good* this afternoon.
Right: He played *well* this afternoon.

Wrong: He can't see *good* since his accident.
Right: He can't see *well* since his accident.

Note. — *Well* is used as an adjective in such sentences as *He is almost well* and *All's well.*

Written Exercise

Write five sentences, using the word *good* correctly in each.
Write five sentences, using the word *well* correctly in each.

Bad *Badly*

Bad is used as an adjective, and *badly* is the corresponding adverb. They should not be confused in use. In sentences like *He feels bad*, *bad* is a predicate adjective. In the sentence *He played badly*, *badly* is an adverb.

Wrong: He looks *badly* since he was sick.
Right: He looks *bad* since he was sick.

Wrong: The machine is working *bad* this morning.
Right: The machine is working *badly* this morning.

Oral Exercise

Give sentences, using the words *bad* and *badly* correctly.

Written Exercise

Write five sentences, using the word *bad* correctly in each.
Write five sentences, using the word *badly* correctly in each.

Only

Only is a troublesome word. To make the meaning clear, it should stand immediately before or immediately after the word or the phrase to which it belongs.

Wrong: I *only* need five dollars.

Right: I need five dollars *only*.
Right: I need *only* five dollars.

Wrong: I *only* saw five boys in the class.
Right: I saw *only* five boys in the class.

Wrong: The office is *only* open in the evening.
Right: The office is open in the evening *only*

Written Exercise

Write ten sentences, using *only* correctly.

LESSON 17

Double Negatives

Read:

I have *not* received a report.

Notice that one negative adverb is used. It changes the meaning entirely to write:

I have *not* received *no* report.

Consider the meaning of the last sentence carefully. You will see that the writer really stated that he had received a report. The use of the *double negative* should be carefully avoided.

The Right Use of Words

Two Negatives

Two negatives should not be used together. One of them contradicts the other.

Hardly. Hardly should not be used with *can't, couldn't, isn't, shouldn't,* and similar negative expressions. The two negatives contradict each other.

Wrong: I *can't hardly* walk this morning.
Right: I *can hardly* walk this morning.

Wrong: I *shouldn't hardly* think it would be wise to do it.
Right: I *should hardly* think it would be wise to do it.

WRITTEN EXERCISE

Write five sentences, in each of which the word *hardly* is used correctly.

But. But should not be used with negative expressions. The effect is that of a double negative.

Wrong: There *wasn't but* one teacher.
Right: There *was but* one teacher.

ORAL EXERCISE

Give sentences, using *but* correctly in negative expressions.

I don't think. This expression should not be used after a negative expression. It contradicts the preceding statement.

Wrong: It will not rain to-night, *I don't think.*
Right: I don't think it will rain to-night.

ORAL EXERCISE

Give sentences, using the expression *I don't think* correctly.

LESSON 18

Conjunctions

Read:

The merchant bought *both* a typewriter *and* an adding machine.

The words *both* and *and* are used together as a pair of conjunctions. Conjunctions used in this way are called *correlative.*

One of the pair should be placed immediately before each of the connected parts of the sentence. In the sentence given for illustration the words connected are *typewriter* and *machine.*

Read:

The merchant *both* bought a typewriter *and* sold an adding machine.

In this sentence the words connected are *bought* and *sold.*

Care should be taken to connect words of the same class; that is, both the words should be verbs, nouns, adverbs, etc.

In the sentence given for illustration it would not be correct to write:

The merchant bought *both* a typewriter *and* sold an adding machine.

If the sentence were written in this way, the correlative *both* would be before the noun *typewriter,* and the correlative *and* would be before the verb *sold.*

Our purpose in studying conjunctions is that we may learn to place the words in the right positions.

Some of the correlative conjunctions in common use are *both — and, either — or, neither — nor, not only — but also.*

Errors are not likely to be made in the use of simple conjunctions.

Correlative conjunctions are also *coördinate* because they connect parts of equal rank.

The Right Use of Correlative Conjunctions

Care should be taken to see that correlative conjunctions connect similar parts of speech or similar forms.

Wrong: She has *either* been asked to read *or* to sing.
Right: She has been asked *either* to read *or* to sing.

The correlatives should connect *to read* and *to sing.*

Exercise

Correct each of the following sentences and explain the reason for the correction.

1. She can not only read French but also Spanish.
2. He is not only courteous to the teachers but also to the pupils.
3. She neither can cook nor do ordinary housework.
4. The woman not only invited the women but also the children.
5. The office manager both needed a stenographer and a bookkeeper.
6. The man said he would either accept a salary or a commission.
7. The tenant would neither pay the rent nor would he move.
8. He neither could do the work in mathematics nor in English.
9. We must not only consider our own welfare but also that of others.
10. The farmer said he must either buy a pair of horses or he must purchase an automobile.

As *So*

As should not be used instead of *so* in negative constructions.

Wrong: The second lesson is not *as* long as the first.
Right: The second lesson is not *so* long as the first.

Right: He is *as* tall as his brother.

Oral Exercise

Give sentences, using *as* and *so* correctly in comparisons.

Written Exercise

Write five sentences, in each of which *so* — *as* is used correctly.
Write five sentences, in each of which *as* — *as* is used correctly.

LESSON 19

Compound Sentences

Read:

Our voices keep tune.
Our oars keep time.

These two independent sentences may be united by a conjunction to form a *compound sentence.* Thus, —

Our voices keep tune, and our oars keep time.

Our purpose in studying compound sentences is that we may know how to punctuate them.

The clauses of a compound sentence should be separated by a comma or by commas. Thus, —

A week had now elapsed, and the flotilla lay motionless in shallow water.

Note. — When the conjunction is omitted, the parts may be separated by a semicolon or by a colon. Thus, —

He stands with the ball in his hand while the two sides form in deep lines opposite to one another: he must strike it straight out between them.

The song birds nearly all build low; their cradle is not upon the tree top.

Written Exercise

Combine the sentences after each number into one compound sentence. Punctuate carefully. Insert conjunctions where they are necessary.

1. All the bees in a hive have a common parentage. The queen and the worker are the same in the egg.
2. The word of the workers is law. Both the king and the queen must obey.
3. The workers furnish all the brains of the colony. The workers administer its affairs.
4. The workers regulate the swarming. They give the signal for the swarm to issue from the hive.
5. The workers select the tree in the woods. They conduct the queen to it.
6. The peculiar office and sacredness of the queen consists in the fact that she is the mother of the swarm. The bees love and cherish her as a mother. They do not love and cherish her as a sovereign.
7. She is the sole female bee in the hive. The swarm clings to her because she is their life.
8. The stars were visible. The night was moonless and sufficiently dark.

LESSON 20

Complex Sentences

Read:
1. The tree *in the park* was a maple.
2. The tree *which stood in the park* was a maple.

In the first sentence the noun *tree* is modified by the adjective phrase *in the park.* In the second sentence the noun *tree* is modified by the clause *which stood in the park.* The clause is used like an adjective, and it is called an *adjective clause.*

The second sentence consists of two clauses, *The tree was a maple* and *which stood in the park.*

The tree was a maple is called an independent clause because it is not used as a modifier. It makes sense when standing alone.

The clause *which stood in the park* is called a *dependent clause* because it depends upon the independent clause, and it does not make sense when standing alone. The whole sentence is called a *complex sentence.*

Written Exercise

Write ten complex sentences. Underscore the dependent clauses.

LESSON 21

Relative Pronouns

Read:

The man *who is driving* owns the team.

The dependent clause *who is driving* is an adjective clause used to modify the noun *man* in the independent clause.

The pronoun *who* in the dependent clause *relates* to the noun *man*, and it serves to connect the dependent clause with the word in the independent clause that it modifies. It is called a *relative pronoun.*

The word in the independent clause to which the relative pronoun relates is called its *antecedent.* The word *antecedent* means *going before.* The antecedent usually stands before the relative pronoun.

A clause containing a relative pronoun may be called a *relative clause.* It is always an adjective clause.

The words used as relative pronouns are *who, which, that,* and *what. As* is sometimes used as a relative pronoun.

Who and *which* are declined as follows:

	SINGULAR	PLURAL
Nominative	who	who
Possessive	whose	whose
Objective	whom	whom
Nominative	which	which
Possessive	whose	whose
Objective	which	which

Who is used to relate to persons or to lower animals and things which are personified. Thus, —

The teacher *who* was sick has returned.

That is used to relate to persons, lower animals, or things. Thus, —

The man *that* owns the store is not at home. (Person)
The children saw the parrot *that* talks. (Animal)
Frank made the table *that* you see. (Thing)

Which is used to relate to lower animals or things. Thus, —

The dog *which* you saw is a collie.

NOTE. — *Which* was once used to refer to persons. Thus, —

Our Father *which* art in heaven.

Our purpose in studying relative pronouns is that we may learn to use the right pronoun and the right form of the pronoun.

A relative pronoun has a double function. It connects the dependent clause with a part of the independent clause, and it fills its own place in the sentence. It is used in the dependent clause like any noun or pronoun.

Read:

I know the boy *who* won the game.

In this sentence the relative pronoun *who* is the subject of the dependent clause, and the nominative form is used.

Read:

This is the boy *whom* I mentioned.

In this sentence the relative pronoun *whom* is the object of the verb *mentioned*, and the objective form is used.

Nearly all the errors in the use of relative pronouns come from using the nominative form (*who*) instead of the objective form in sentences like the one given above.

The contractor saw a man on the street *whom* he thought he could hire.

In this sentence the relative pronoun *whom* is the object of the verb phrase *could hire*. If the order is changed, the case will be understood more easily. Thus, —

The contractor saw a man on the street he thought he could hire *whom*.

The woman saw a little boy *who* she thought would carry the message.

In this sentence the relative pronoun *who* is the subject of the verb phrase *would carry*, and the nominative form is used. If the words *she thought* are omitted, the case of *who* will be easily seen. Thus, —

The woman saw a little boy *who* would carry the message.

NOTE. — The use of *whom* as the subject of an infinitive will be explained in another place.

EXERCISE

Read each sentence and fill the blank with the right form of a relative pronoun.

1. I know no one —— I like better.
2. Do you know to —— that book belongs?
3. I know the song —— the bluebird is singing.
4. He found the pocketbook —— he lost yesterday.
5. The mother invited the girls —— her daughter liked.
6. No one —— you know lives in this part of the town.
7. I met a man —— I have no doubt was your classmate.
8. A man entered —— I afterwards learned was the head master.
9. He secured the position for his nephew —— he thinks will fill it successfully.
10. He went to see a man —— he thought would know all about it.
11. He met a man —— he thought his uncle would employ.
12. A friend —— I hope will stay with me for a week will arrive to-day.
13. Then appeared another man —— he felt could be no other than the one —— he sought.
14. Those days, —— neither of them could ever forget, would never come again.
15. They were the first white men —— had crossed that part of the continent.

LESSON 22

Restrictive and Explanatory Clauses

Read:

1. A boy who has grown up on a farm understands farm life.

The independent clause is *A boy understands farm life.* The noun *boy* applies to every boy. Plainly this statement is too broad. It is not true that every boy understands farm life. Therefore the word *boy* is restricted by the addition of a relative

clause. It is clear that the number of boys is very greatly cut down or *restricted* by the clause *who has grown up on a farm.* A relative clause used in this way is called a *restrictive clause.*

Read:

2. Daniel Webster, who was a great statesman, was a graduate of Dartmouth College.

The independent clause is *Daniel Webster was a graduate of Dartmouth College.* This states exactly what is meant, and the dependent clause *who was a great statesman* simply adds something to explain or describe the noun *Daniel Webster.* A dependent clause used in this way is called an *explanatory clause.*

It is sometimes difficult to decide whether a clause is restrictive or descriptive. The following suggestions may be helpful.

In sentences like the first the writer or speaker begins with a word that covers all of a class of persons or objects in the class. In this sentence we may ask the question *What boy?* The clause gives the answer in the words *who was brought up on a farm.*

In the second sentence the question *What Daniel Webster?* would not be a sensible one. But in this sentence we may substitute a clause beginning with *and* without changing the meaning. It will then read:

Daniel Webster, and he was a great statesman, was a graduate of Dartmouth College.

This form of the sentence shows that the dependent clause is an addition used to explain the noun Daniel Webster. It does not in any way cut down the number or restrict the noun to which it refers.

Our purpose in studying restrictive and explanatory clauses is that we may know how to punctuate them.

An explanatory clause should be separated from the rest of the sentence by a comma or by commas.

A restrictive clause should not be separated from the rest of the sentence by a comma or by commas.

Written Exercise

Copy each sentence and state after it whether the dependent clause is explanatory or restrictive. Insert commas where they are necessary. The sentences are printed without commas.

1. The man whom you can trust is a true friend.
2. The driver whom we engaged proved trustworthy.
3. The man who sat at his left was the Spanish ambassador.
4. They soon reached a high bridge which the horse refused to cross.
5. The old house which had been their home for so many years was torn down.
6. The Indians had a sort of money which was made of clam shells.
7. Here lived a strong brave race of people who had made their city great by their industry in peace and by their courage in war.
8. I walked home with Calhoun who said that the principles which I had avowed were just and noble.
9. The only sound which the men could hear was the sluggish murmur of a distant river.
10. Harvey who discovered the circulation of the blood was an English physician.

LESSON 23

Adverbial Clauses

Read:

1. The children were frightened when it grew dark.

The clause *when it grew dark* modifies the predicate verb *were frightened* like an adverb, and it is called an *adverbial clause.* The parts of the sentence are arranged in the natural order. The dependent clause is connected with the independent clause by the adverbial conjunction *when.*

An adverbial clause is arranged in the natural order when it follows the word or words which it modifies.

Read:

2. When it grew dark, the children were frightened.

In this arrangement of the parts of the sentence the adverbial clause is placed first. This is not the natural order, and the ad-

verbial clause is set off from the remainder of the sentence by a comma.

Our purpose in studying adverbial clauses is that we may learn how to punctuate a sentence that contains one or more of them.

An adverbial clause that is not in its natural position should be set off by a comma or by commas.

Some of the subordinate conjunctions are:

although, as, because, if, lest, since, than, that, though, unless, whereas, whether, in order that, so that, provided that, as though, in case that, but that, as if, even if.

Written Exercise

Write five sentences, each of which contains an adverbial clause. Write each sentence first with the adverbial clause in its natural order, and then write the same sentence so arranged that the adverbial clause is not in its natural position.

LESSON 24

Comparison

A dependent clause connected by *as* or *than* usually expresses comparison. A part of the dependent clause is often omitted.

Thus, —

Frank is taller than I. (am)
He is as old as you. (are)
They gave John more than me. (they gave to me)

In the first sentence the personal pronoun *I* is the subject of the verb *am* understood.

In the second sentence *you* is the subject of the verb *are* understood.

In the third sentence *me* is the indirect object of the verb *gave* understood.

Oral Exercise

Read each sentence and fill the blank with a personal pronoun of the first person.

1. Frank earns more money than ——.
2. She was ready sooner than ——.
3. They play croquet more than (plural) ——.
4. My older brother is much heavier than ——.
5. She would rather give the book to you than to ——.

Fill each blank with a personal pronoun of the third person.

6. I can take dictation faster than ——.
7. We played a better game of ball than (plural) ——.
8. Which is the older of the two? John is older than ——.
9. There is not much difference in speed between you and ——.
10. It was a hard position. Few teachers could have managed the school as well as ——.

Exercise

Read the sentences and mention each adverbial clause. Tell whether the clause is in its natural position or not. Punctuate where necessary. The sentences are printed without commas.

1. As the sun declined Gerard's heart too sank and sank.
2. When Mr. Henry had established himself in his new home he sent for his family.
3. When they came out of the room he swept up the papers with an impulsive movement and put them into his pocket.
4. If it is traced to its source each of those noises you term mysterious is capable of a logical explanation.
5. His strength was just failing him when he heard a strange rustling and saw before him a large lighted cavern.

Written Exercise

Write five sentences, each of which contains an adverbial clause in its natural order. Number the sentences 1 to 5.

Write five sentences, each of which contains an adverbial clause that is not in its natural order. Number the sentences 6 to 10.

LESSON 25

Verbs. Transitive and Intransitive

Read:

The player hit the ball.

The noun *ball* is the object of the predicate verb *hit.* We think of an action passing over from the doer to the receiver, and the verb *hit* is called a *transitive verb.*

A transitive verb is a verb that denotes the action as passing over from the doer to the receiver.

Read:

An Arab sat in his tent.

The verb *sat* does not have an object, and it is called an *intransitive verb.*

Our purpose in studying verbs is that we may learn to use the right forms.

NOTE. — When the subject is represented as acting upon an object, the verb is said to be in the *active form,* or in the *active voice.* When the subject is represented as being acted upon, the verb is said to be in the *passive form,* or in the *passive voice.*

WRITTEN EXERCISE

Write five sentences, in each of which the principal verb is transitive.

Write five sentences, in each of which the principal verb is intransitive.

LESSON 26

Verbs — Tense

In almost every sentence that we use, it is necessary to indicate time in order to express the exact thought that we wish to convey.

Read:

1. I write a letter.
2. I wrote a letter.
3. I shall write a letter.

In the first sentence I indicate that I write *now*, at the *present time*, and the verb is said to be in the *present tense*. The word *tense* means *time*.

In the second sentence I indicate that I wrote in the *past time*, and the verb is said to be in the *past tense*.

In the third sentence I indicate that I shall write at some time in the *future*, and the verb is said to be in the *future tense*.

Tense is the use of a verb to denote time.

NOTE. — A verb in the present tense is often used to indicate a continuous action or state.

Perfect Tenses

It is sometimes necessary to indicate a more definite time than the present, past, or future. This may be done by the use of the verb *have* (*has*, *had*) as an auxiliary verb. Thus, —

1. I *write* a letter. (Now)
2. I *have written* a letter. (The letter is finished now)

The predicate verb in the first sentence indicates simple present time.

The predicate verb in the second sentence indicates that the letter is completed at or before the present time, and the verb phrase *have written* is said to be in the *present perfect tense*.

The word *perfect* is here used in the sense of completed.

Read:

I *had written* a letter before nine o'clock.

In this sentence the predicate verb indicates that the letter was completed at a definite time in the past, and the verb phrase is said to be in the *past perfect tense*.

The definite time in the past at which the action was completed is not always stated in the sentence, because it may be understood from a preceding or a following sentence.

Read:

I *shall have written* a letter by nine o'clock to-morrow.

In this sentence the predicate verb indicates that the letter will be completed at or before a definite time in the future, and the verb phrase is said to be in the *future perfect tense*.

The definite future time is not always stated in the sentence, but it may be understood from a preceding or a following sentence.

Oral Exercise

Read each sentence and mention the predicate verb. Tell the tense of each verb.

Although the Persians had burned Athens to the ground, the Athenians rebuilt it and made it more beautiful than before. In imagination we shall visit the city at the time of its greatest splendor, in the Age of Pericles.

We shall remember that Athens, like other city-states of Greece, was politically not merely a group of houses with a wall around it. It included also the country outside the wall. The Athenians were not only the people who dwelt within the city walls but those also who made their homes in the peninsula of Attica.

We shall visit the Acropolis, on which stood both temples and statues. This lay nearly in the center of Athens. It was a lofty mass of rock one thousand feet long, irregularly broad — but never more than five hundred feet — and two hundred feet high. Three of its sides were steep and were crowned with walls, for in the early times it had been selected as a stronghold for use in case of attack. On its western side alone the approach to the Acropolis is by an easy ascent. We shall, therefore, take the pathway which leads up this gentle slope.

We ascend a broad marble stairway and pass through a magnificent portal. We find ourselves at the summit of the plateau in the presence of an immense bronze statue more than fifty feet high, the work of a sculptor who was named Phidias. This is Athene, the protecting goddess of the Athenians, the goddess for whom the city was named. She stands in full armor, with outstretched spear and shield. The tip of the spear and the crest of the helmet are visible many miles away at sea.

The Greeks had what we call artistic feeling. They were especially fond of plays. The theatre was to them as magazine, newspaper, novel, and teacher. The plays were of a high order. Some of the greatest dramas of all time were produced on the Athenian stage, plays which have been handed down to us and which we read and study to-day because of their beauty and surpassing literary quality, plays which will be read and studied when many of those which we see to-day shall have been forgotten.

LESSON 27

Verbs — Number and Person

The simple subject of a sentence may convey either a singular or a plural idea, and we say that a verb agrees with its subject in number; that is, if the simple subject is singular, the verb is singular. If the simple subject is plural, the verb is plural. Thus, —

The *book is* on the table. (Singular)
The *books are* on the table. (Plural)

If the simple subject is a personal pronoun, it may be the first, the second, or the third person; and the predicate verb is said to be in the same person. Thus, —

I see the book. (First person)
You see the book. (Second person)
He (*she* or *it*) *sees* the book. (Third person)

Thus we see that in each tense a verb may be singular or plural and in the first, second, or third person. Giving the forms of a verb in an orderly manner is called *conjugation.*

Written Exercise

Write ten sentences. After each sentence indicate the number of the principal verb. If the subject is a personal pronoun, indicate the person of the principal verb.

LESSON 28

Verbs. Mood

Read:

1. A soft answer turneth away wrath.
2. Write five sentences on the blackboard.
3. If my brother were here, he would help me.

These three sentences illustrate the three ways in which thoughts are expressed. Each of these ways is called a *mood.*

Mood is the manner in which a verb expresses action or state.

The first sentence simply states or *indicates* a fact, and the predicate verb is said to be in the *indicative mood.*

The second sentence expresses a command, and the predicate verb is said to be in the *imperative mood.*

The third sentence expresses a condition that is contrary to fact, and the predicate verb is said to be in the *subjunctive mood.*

Read:

If it were raining, we should not be here.

The clause *If it were raining* expresses a condition that is contrary to fact; that is, it is not raining. The writer uses the subjunctive mood to show that the supposition is not true. This is practically the only way in which the subjunctive mood is used to-day.

A poor man may say, "If I were wealthy, I should send my son to college." He knows that he is not wealthy when he makes the statement, and he expresses the fact that the supposition is not true by the use of the subjunctive mood.

The relation between the indicative and the subjunctive moods may be seen in the following illustrations:

1. If Henry comes, he will help us.

This implies that there is at least an expectation that Henry will come, and the verb is put in the indicative mood.

2. If Henry were coming, he would help us.

This means that Henry is not coming. The condition is contrary to fact, and the verb is put in the subjunctive mood.

NOTE. — It should be noted that the conjunction *if* is used with the indicative mood as well as with the subjunctive mood. It is the meaning of the sentence that determines the mood. The conjunction *if* is often used with the subjunctive, but not always, as the following illustration will show:

1. Though he wanders, he will return.

This sentence means that he is wandering, and the verb is put in the indicative mood.

2. Though he wander, he would return.

This sentence means that he is not wandering. The condition is contrary to fact, and the verb is put in the subjunctive mood.

Our purpose in studying the subjunctive mood is that we may learn to use it correctly to express a condition that is contrary to fact.

A large proportion of the verb forms in the subjunctive mood that are used in writing and in speaking are those of the past tense of the verb *am*, or verbs made by the use of these forms as auxiliaries. Study the following:

Past Tense of the Verb Am

If I were	If we were
If you were	If you were
If he were	If they were

Past Tense of the Verb Sing

If I were singing	If we were singing
If you were singing	If you were singing
If he were singing	If they were singing

Other forms of the subjunctive are found in literature and should be studied in connection with it.

WRITTEN EXERCISE

Write ten sentences, in each of which the subjunctive mood is used to indicate a condition that is contrary to fact.

LESSON 29

Form of the Verb

The forms of *am*, *do*, *give*, and *have* in the present tense of the indicative mood are given below. The verb *am* is always intransitive. The other verbs are given in the active form.

SINGULAR	PLURAL
I am	We are
You are	You are
He is	They are
I do	We do
You do	You do
He does	They do
I give	We give
You give	You give
He gives	They give
I have	We have
You have	You have
He has	They have

Notice that the third person singular of the present tense ends in *s* or *es*.

WRITTEN EXERCISE

Write in tabular form the conjugation of the following verbs in the present tense of the indicative mood.

1. sing 2. run 3. laugh 4. write 5. play

LESSON 30

Agreement of the Verb

In using the rule in regard to number, we must consider the meaning of the subject rather than the form of the word or words.

If the subject is singular in meaning, the verb must be singular in form if the form varies to show number.

If the subject is plural in meaning, the verb must be plural in form if the form varies to show number.

We usually think of a collective noun as one, and the verb should be singular. Thus, —

The swarm is a large one.
A drove of cattle is feeding on the hills.
The school committee has elected a new principal.

A collective noun is sometimes used in a plural sense: as, —

The committee are eating dinner at the hotel.

In this sentence we think of the committee as separate individuals.

The senior class are writing their graduation essays.

In this sentence we think of the pupils in the class as separate individuals.

Such words as *number*, *half*, *part*, and *portion* are sometimes used as collective nouns. The verb agrees with the thought conveyed in the subject. Thus, —

The number of pupils in the school *is* large. (Singular)
A number of the children *are* sick. (Plural)
Half of the class *is* in the manual training room. (Singular)
Half of the class *are* writing the exercise. (Plural)

The personal pronoun *you* is grammatically plural, and, when it is used as the subject of a sentence, the predicate verb is always plural. Thus, —

You are my cousin. (Singular in meaning)
You are my friends. (Plural in meaning)

When two or more singular nouns in the subject are connected by the conjunction *and*, we think of the subject as plural and the predicate verb is plural. Thus,—

A chair and a table *are* in the room.
An apple, a pear, and a peach *are* on the plate.

When two or more nouns refer to one person or object, the subject is singular in meaning and the predicate verb is singular. Thus, —

A planer and edger *has been placed* in the shop. (One machine)

NOTE. — When two nouns refer to the same person or object, the article is used with the first only. See page 393.

When the word *each* or *every* is used with each part of a compound subject, we think of the subject as singular in meaning

because we think of each part separately, and the verb is singular. Thus, —

Every nail and every screw in the roof *is* of copper.

When two or more nouns in the subject are connected by *or* or *nor*, we think of the subject as one of the two, and the verb is singular. Thus, —

Frank or Fred *is* coming to help us.
Neither Mary nor Bertha *is* in the office.

When two nouns are connected by *or* or *nor* and one noun is singular and the other is plural, the verb agrees with the one nearer to it. Thus, —

Mary or her brothers *are* coming in the morning.

It is better to avoid such constructions. The last sentence may be written:

We expect either Mary or her brothers in the morning.

When the parts of a compound subject are personal pronouns of different persons, the verb agrees with the one nearest to it. Thus, —

He or I *am* going.

Such constructions, however, always have an uncertain sound, and it is better to avoid their use. Thus we may say:

Either he will go or I shall.

Some nouns are plural in form because we think of them as made up of two or more parts. Such nouns take a plural verb although only one object is meant. Thus, —

The scissors *are* on the table.
The scales *are* out of order.

Care must be taken that the predicate verb shall agree with the subject and not with a word that may stand nearer the verb. Thus, —

The teacher with all her pupils *has* gone to a picnic.

The predicate verb is singular because it agrees with the subject *teacher* and not with the nearer word *pupils*.

When a noun is plural in form but means one thing, the predicate verb is singular. Thus, —

The news *is* favorable.
Physics *is* a difficult study.

Oral Exercise

Read each sentence and tell the predicate verb. Tell whether the verb is singular or plural and give the reason.

1. The number of pupils who study German is large.
2. The fleet made a voyage around the world.
3. A troop of soldiers is scattering the crowd.
4. A large crowd stood near the vacant house.
5. Congress has passed many new laws.
6. A committee of three citizens was appointed.
7. The congregation listened attentively to the sermon.
8. A company of people called Pilgrims landed at Plymouth.
9. In the midst of those crouching over the fire was a group of Indians belonging to a remote Mexican tribe.
10. A multitude of shops had sprung up to furnish the emigrant and the Santa Fé traders necessaries for their journey, and there was an incessant hammering and banging from a dozen blacksmiths' sheds where the heavy wagons were being repaired and the horses and oxen shod.

Exercise

Complete each sentence, using some form of the verb *am* (*are, is, was, were, has been, have been*) as an auxiliary verb. If this is taken as an oral exercise, tell why the verb is singular or plural.

1. The algebra class ——.
2. Fred and his brothers ——.
3. A committee of seniors ——.
4. A part of the boys ——.
5. The school board ——.

6. The number of boys in the class ——.
7. An algebra or an arithmetic ——.
8. The mother with her children ——.
9. Neither John nor Henry ——.
10. Every one of the pupils ——.

Exercise

Read or write each sentence and fill the blank with a suitable word. Explain why the predicate verb is singular or plural.

1. The executive committee —— made a new rule.
2. The basket ball team —— not successful.
3. A company of soldiers —— marching past.
4. One of the tallest boys I ever saw —— in our school.
5. The principal or one of the teachers —— in the room.
6. The financial committee —— willing to buy the house.
7. The people —— interested in the question.
8. The number of boys in the class —— small.
9. The school committee —— ready to make a statement.
10. A number of boys —— playing ball.

Exercise

Make any necessary corrections in the following sentences and give your reasons for making the changes. Some of the sentences contain errors and some do not. It is for you to decide which are right and which need to be changed.

1. Neither of the plans that were presented were satisfactory.
2. To accommodate the influx of new pupils, the school board have been obliged to rent a building.
3. The British commandant with his subordinate officers was quietly sleeping in the fortress.
4. Each of the boys and girls have a lunch at twelve o'clock.
5. Never had a mother a nobler son for in him the military genius of his ancestors was developed to a greater extent than ever before.
6. Your committee has carefully considered the prospective needs of the school department and beg leave to make the following report.

7. Describe the equipment of the room and tell what each of the three groups of girls are doing.
8. The chief executive with his body guard of secret service men and retinue of newspaper correspondents were given an ovation as they passed through the city.
9. If every one of the boys and girls in the commercial department of a good high school will learn to do one hundred per cent work, they will always be sure of employment if they are honest and faithful.
10. If every one of the men who raise milk on the hill farms of New England, carrying it through winter snow drifts seven mornings in a week to a railroad station several miles away, were as well paid in proportion to hours and effort as the plumbers of our cities, milk would cost not less than twenty cents a quart.

LESSON 31

Verbal Forms. The Infinitive

There is a class of words that are verbal in their general nature, but, as they are not used to assert, they are not really verbs.

These forms are the *infinitive*, the *participle*, and the *verbal noun*.

Read: To throw a ball swiftly requires a strong arm.

As a verb: *to throw* shows action, it takes an object *ball*, and it is modified by the adverb *swiftly*.

As a noun: *to throw*, with its object and modifier, is the subject of the sentence.

To throw is called an *infinitive*.

Read:

1. She had an opportunity to study music.
2. The boys came to play ball.

In the first sentence the infinitive *to study* is used as an adjective to modify the noun *opportunity*, and in the second sentence the infinitive *to play* is used as an adverb to modify the verb *came*.

As a verb the infinitive has two tenses, the *present* and the *perfect.*

The infinitives of *sing* are:

	ACTIVE FORM	PASSIVE FORM
Present	to sing	to be sung
Perfect	to have sung	to have been sung

There are only two uses of the infinitive in which errors are likely to be made. These uses will be given special attention.

Infinitive Clause

Read:

1. I believe that he is honest.
2. I believe him to be honest.

In the first sentence the clause *that he is honest* is used as the object of the predicate verb *believe.*

In the second sentence the personal pronoun *him* is the subject of the infinitive *to be,* and *honest* is a predicate adjective modifying *him.* The whole construction may be called an *infinitive clause,* and it is used as the object of the predicate verb *believe.*

A clause of this kind, consisting of a noun or pronoun in the objective case used as the subject of an infinitive, is used after verbs of *wishing, commanding, knowing, thinking,* and the like.

Read:

1. I thought that the woman was she.
2. I thought the woman to be her.

In the first sentence the clause *that the woman was she* is the object of the predicate verb *thought.* The personal pronoun *she* is a predicate nominative.

In the second sentence the infinitive clause *the woman to be her* is the object of the predicate verb *thought.* The noun *woman* is the subject of the infinitive *to be,* and it is in the objective case. The personal pronoun *her* is a predicate pronoun belonging to the subject *woman,* and it is in the same case as *women* (objective).

Two things to remember:

1. That the subject of an infinitive is in the objective case.
2. That a predicate noun or pronoun used with an infinitive is in the objective case to agree with the subject.

Exercise

Change each clause with a subject in the nominative case to an infinitive clause.

1. He thought that the boys were we.
2. You will find that she is brave and true.
3. We believe that the man was he.
4. My uncle wishes that I should visit him.
5. I believe that the location is a desirable one.
6. The teacher thought that the girls were they.
7. I ask that he and every yeoman take his turn at it.
8. My brother's duties required that he should live in the city.
9. After seeing the man, the officer declared that it was he.
10. The farmer thought that the crop was an unusual one.

Tense of Infinitive

The present infinitive indicates present or future time relative to the time of the predicate verb.

Suppose I am now telling a friend what I thought last evening about going to a picnic to-day. I say to him (now);

Last evening I intended to go to-day.

The infinitive *to go* represents future time relative to the time expressed by the verb *intended.*

The perfect infinitive represents the time expressed by the infinitive to be before that expressed by the predicate verb. Thus, —

I am glad to have seen the eclipse.

That is, I saw it before I was glad.

The perfect infinitive should not be used to express future time. It is not correct to say:

I would have liked to have gone.
I hoped to have seen the eclipse.

Written Exercise

Write five sentences in which an infinitive is used to represent the present or future time relative to the time of the predicate verb. Number the sentences 1 to 5.

Write five sentences in which the perfect infinitive is used to represent past time relative to the time of the predicate verb. Number the sentences 6 to 10.

Exercise

Select the right form in the parenthesis. Explain the reason for your choice.

1. I hoped (to see, to have seen) your brother.
2. I intended (to send, to have sent) the money.
3. I believe Washington (to be, to have been) a great soldier.
4. He had intended (to consult, to have consulted) a lawyer.
5. He tried (to find, to have found) a suitable place.
6. Napoleon's soldiers believed him (to be, to have been) a great leader.
7. My friend invited me (to spend, to have spent) a week at his home.
8. My cousin wishes me (to take, to have taken) a position in his office.
9. He did not seem (to know, to have known) how to manage the machine.
10. After the battle the soldiers believed the commander (to err, to have erred) in ordering the attack.

The Right Use of Words

And *To*

This word is often incorrectly used instead of *to* with an infinitive expressing purpose.

Wrong: I will try *and* help you.
Right: I will try *to* help you.

Oral Exercise

Give sentences, using the correct infinitive form.

Written Exercise

Write five sentences, in each of which an infinitive expressing purpose is used.

LESSON 32

Verbal Forms. Participles

Read: The sailor seeing the rocks guided the boat safely past.

As a verb: *seeing* expresses action, and it takes the object *rock*.

As an adjective: *seeing* modifies the noun *sailor*.

The word *seeing* is called a *participle*. It is part verb and part adjective. A participle may be used as an adjective to modify a noun or pronoun.

The participles of *see* are:

	ACTIVE FORM	PASSIVE FORM
Present	seeing	being seen
Past	seen	seen
Perfect	having seen	having been seen

The rule in regard to time is the same for participles as for infinitives.

Our purpose in studying participles is that we may learn to punctuate correctly a sentence containing one or more participles.

A participle is in its natural position when it immediately follows the word or words that it modifies.

A participle is out of its natural position when it does not immediately follow the word or words that it modifies.

When a participial phrase is out of its natural position, it should be set off by a comma or by commas. Thus,—

Seeing the danger in time, the man escaped.

Having studied stenography, the girl soon found a position.

Introduced with little ceremony, the old man approached the lower end of the board.

The boy entered the office of the foreman, having learned that help was needed in the shop.

On entering the amphitheatre, new objects of wonder presented themselves.

In other cases a participial phrase need not be separated from the word that it modifies unless it is used like an appositive adjective to describe.

Written Exercise

Copy each sentence and punctuate correctly. The sentences are printed without commas.

1. The streets are again alive with the congregations returning to their homes.
2. Passing through the ravine they came to a hollow surrounded by perpendicular precipices.
3. The villagers came to see him offering every comfort and assistance that their humble means afforded.
4. After pursuing the road for about three miles I turned off into a footpath which led along the borders of fields.
5. Thus wrapped up in its own concerns Little Britain has long flourished as a sound heart to this great fungous metropolis.

Note. — A participle should not be used without some noun to which it may belong. Thus, —

Seeing the danger, the automobile was stopped at once.

The use of the participle *seeing* in this sentence is incorrect because there is no noun which it can modify. The sentence may be changed to read:

Seeing the danger, the chauffeur stopped the automobile at once.

Nominative Absolute

Read:

1. The storm having ceased, the travelers started.

The participial phrase *The storm having ceased* has no grammatical relation to the remainder of the sentence, and it is called a *nominative absolute.*

Our purpose in studying the nominative absolute construction is that we may know how to punctuate a sentence containing one.

A nominative absolute should be separated from the remainder of the sentence by a comma or by commas.

NOTE. — The participle *being* or *having been* is sometimes omitted. Thus, —

His work (having been) finished, the man returned to his home.

In this sentence the words *having been* are omitted.

WRITTEN EXERCISE

Write each sentence and punctuate according to the rule. The sentences are printed without commas.

1. A few minutes' pause having been allowed Prince John signed to the trumpets to sound the onset.
2. The rockets from the wrecked vessel having been seen the crew lost no time in launching the life boat.
3. The substantial part of the entertainment concluded he and I seated ourselves crosslegged on a buffalo robe and smoked amicably.
4. The task of relieving the wounded having been completed the ships were allowed to depart.
5. Philip being driven from his paternal domains at Mt. Hope the men of his tribe gathered in large numbers in the vast and trackless forests that skirted the settlements.
6. But the lark is so brimful of gladness and love
   The green fields below him the blue sky above.

LESSON 33

Verbal Forms. Verbal Nouns

Read:

The boy earned the money by mowing lawns.

As a verb: *mowing* expresses action and it takes the object *lawns*.

As a noun: *mowing*, with its object *lawns*, is the object of the preposition *by*.

The word *mowing* is called a *verbal noun*.

Read:

Crossing the ice at this time was dangerous.

As a verb: *crossing* takes the object *ice* and it is modified by the adverbial phrase *at this time.*

As a noun: *crossing,* with its object and modifier, is the subject of the sentence.

It is necessary to distinguish carefully between a verbal noun and a participle. They both end in *-ing.*

Remember that a verbal noun is used as a noun and a participle is used as an adjective.

***Our purpose in studying verbal nouns is that we may know when to use a possessive with a verb form ending in* -ing.**

Read:

Success depended upon their playing steadily.

In this sentence the word *playing* is a verbal noun, and the possessive *their* modifies it. Success depended upon the *playing,* and *playing* is the object of the preposition *upon.*

Read:

Did you see Mary playing tennis?

In this sentence *playing* is a participle used to modify the noun *Mary. Mary* is the object of the predicate verb *see.*

When the word in *-ing* is used as the subject of a sentence, or as the object of a predicate verb or a preposition, it is a verbal noun and takes a possessive modifier.

The meaning of the sentence must decide whether the noun or pronoun, or the word in *-ing,* is the subject or object.

Oral Exercise

Read each sentence and select the right word in the parentheses. Give the reason for your choice.

1. The (girl, girl's) singing was very musical.
2. The (team, team's) playing was very satisfactory.
3. Do you see (it, its) moving around the tree?
4. I am tired of (him, his) complaining about the work.

5. The (man, man's) running away as he did was a great mistake.
6. The streets were crowded with (children, children's) following the piper.
7. We thought of (him, his) walking up and down the long hill.
8. She does not approve of (me, my) staying at the camp alone.
9. We heard the (bells, bells') tolling solemnly for the night.
10. Our admission to the grounds will depend upon (Mr. Jevons, Mr. Jevons') giving us the key to the big gate.

LESSON 34

Verbs. Principal Parts

The active forms of the verb *see* in the six tenses of the indicative mood are given below.

Present Tense

SINGULAR	PLURAL
1. I see	We see
2. You see	You see
3. He sees	They see

Past Tense

1. I saw	We saw
2. You saw	You saw
3. He saw	They saw

Future Tense

1. I shall see	We shall see
2. You will see	You will see
3. He will see	They will see

Present Perfect Tense

1. I have seen	We have seen
2. You have seen	You have seen
3. He has seen	They have seen

Past Perfect Tense

1. I had seen	We had seen
2. You had seen	You had seen
3. He had seen	They had seen

Future Perfect Tense

1. I shall have seen	We shall have seen
2. You will have seen	You will have seen
3. He will have seen	They will have seen

Notice that the principal verb in the verb phrases is not the same in all the tenses. This is shown in the following table, which gives the verb in the first person, singular number.

Present tense	I *see*	*see*
Future tense	I shall *see*	
Past tense	I *saw*	*saw*
Present perfect tense	I have *seen*	*seen*
Past perfect tense	I had *seen*	
Future perfect tense	I shall have *seen*	

The three forms shown at the right are called the *principal parts*, and they are designated:

PRESENT	PAST	PAST PARTICIPLE
see	saw	seen

All the perfect tenses are formed by the use of the past participle as the principal verb. The plan given below may help you to give the principal parts of verbs correctly. Give the principal parts of the verb *go*, reading aloud the words that are not inclosed in parentheses. Read the words in the parentheses silently. Thus, —

Aloud	*Silently*	*Aloud*
Present	(To-day I)	go
Past	(Yesterday I)	went
Past Participle	(I have)	gone

Our purpose in studying the principal parts of verbs is that we may learn to use the right forms for the past tense and the past participle.

There is rarely any trouble with the other forms of a verb. We should say:

I *saw* the new moon.	(Not I *seen*)
He has *gone* home.	(Not He has *went*)

Learn the principal parts of the following verbs:

PRESENT TENSE	PAST TENSE	PAST PARTICIPLE
awake	awoke or awaked	awaked
bid (command)	bade	bidden
break	broke	broken
burst	burst	burst
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
eat	ate	eaten
fly	flew	flown
flow	flowed	flowed
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
	hanged*	hanged*
hit	hit	hit
hurt	hurt	hurt
know	knew	known
rise	rose	risen
run	ran	run
sing	sang	sung
speak	spoke	spoken
spring	sprang	sprung
steal	stole	stolen
swear	swore	sworn
swim	swam	swum
throw	threw	thrown
wake	woke, waked	woke, waked
write	wrote	written

* *hanged* is used when a man is executed by hanging.

Oral Exercise

Make sentences containing each of the verbs in the list in the past tense and in the past participle. The pupils' books should be closed.

Note to Teacher. It is suggested that the teacher should give the present form of each verb and that one pupil should give a short sentence containing the past tense and another should give a sentence containing the past participle. As much variety as possible should be made in the sentences.

Oral Exercise

Read each sentence and select the right form in the parenthesis. Give the reason for your choice.

1. Have you ever (saw, seen) so many beautiful gardens?
2. Last week, while you (was, were) away, I (saw, seen) a small steamer enter the bay.
3. Last year Mr. Pond (saw, seen) a bluebird very early in March, and before the first of May he had (saw, seen) a great many of them.
4. Yesterday at the zoölogical gardens my brother and I (saw, seen) many strange animals, none of which we had ever (saw, seen) before.
5. We have often (saw, seen) the ships that pass by in the night.
6. This morning the beeves that came on the early freight were (hung, hanged) in the refrigerator. Friday morning the murderer was (hung, hanged) at the county jail.
7. The foolish young man had (drank, drunk) whisky in the evening. On his way home he fell, and his arm was (broke, broken).
8. The farmer has (went, gone) to the city with a load of vegetables which he (grew, grown) on his farm.
9. The man has (rose, risen) early in the morning for many years. He has (bade, bidden) the clerk to call him at five o'clock.
10. The captain of the team has (chose, chosen) to play at home next Saturday. The boys have (came, come) home for the holiday.

LESSON 35

The Right Use of Words

Shall *Will*

The auxiliary or helping verbs *shall* and *will* are among the most troublesome words in the English language.

FIRST PERSON

When the subject is *I* or *we:*

1. The auxiliary *shall* is used in statements and in questions to express simple future time. Thus, —

I *shall* recite at three o'clock.
We *shall* start in the morning.
Shall I write all the sentences?
Where *shall* we put the papers?

2. The auxiliary *will* is used in expressing determination and in making a promise. Thus, —

I *will* succeed.
I *will* bring the book in the morning.

Nearly all the errors in the use of *shall* and *will* in sentences of which the subject is *I* or *we* come from using *will* instead of *shall*, especially in questions. If you are careful not to use *will* in these sentences except to make a promise, you will have very little trouble.

In indirect quotations the forms of *shall* and *will* are used in the past tense (*should* and *would*) when the thought is expressed in past time. (See pages 54 and 438.)

EXERCISE

Fill each blank with the right word (shall or will).

1. I —— bring the book to-morrow. (Promise)
2. We —— never forget your kindness. (Statement)

3. I —— sing some of the old songs. (Statement)
4. We —— have no more time to-day. (Statement)
5. We —— be glad to assist you. (Statement)
6. We —— go to skate to-morrow. (Statement)
7. We —— fight it out if it takes all summer. (Determination)
8. I —— not be a coward. (Determination)
9. We —— meet you at the station. (Promise)
10. I —— bring the papers to you on Thursday. (Promise)

SECOND AND THIRD PERSON

When the subject is *you* (expressed or understood) or a noun or a pronoun in the third person:

1. The auxiliary *will* is used in statements to express simple future time. Thus, —

1. You *will* have time to write the exercise.
2. The bell *will* ring at twelve o'clock.
3. My cousin *will* spend Saturday with me.

2. The auxiliary *shall* is used to express determination. Thus, —

1. You *shall* obey me.
2. He *shall* not come again.

NOTES. — Of course there can be no promise in the second and the third persons.

It may be helpful to remember that the use of the auxiliaries in the second and in the third persons is the reverse of that in the first.

3. In asking a question of which the predicate is in the second or the third person, we use the same word (shall or will) that we expect in the answer as a matter of courtesy. Thus, —

Question	*Answer*
Will you teach me to skate?	I will. (Promise)
Shall you go home this noon?	I shall. (Statement)
Will they come this evening?	They will. (Statement)

Exercise

	Question	*Answer*
1.	—— you recite in Latin every day?	I shall.
2.	—— you play ball to-morrow?	We shall.
3.	—— you pay the money next week?	I will.
4.	—— you leave for Boston to-day?	I shall.
5.	—— you send me a list of the new books?	I will.
6.	—— you remain at home this vacation?	I shall.
7.	—— you carry the note to your mother?	I will.
8.	—— you visit the old chapel?	We shall.
9.	—— you get the book?	I shall.
10.	—— you help me this evening?	I will.

The following tabular arrangement of the uses of *shall* and *will* may help to make the subject clear:

USE OF *Shall* AND *Will*

	1st Person	*2d Person*	*3d Person*
Statement	shall	will	will
Determination	will	shall	shall
Question	shall	Same as answer expected.	
Promise	will		

Exercise

Fill each blank with the right word.

1. You —— not go if I can prevent it.
2. He —— be sorry that he did not meet you.
3. I am sure that you —— be pleased with the book.
4. I —— speak; he —— not prevent me.
5. You —— be tired when you arrive in San Francisco.
6. I —— attend school as soon as I am able.
7. I know that I —— win the prize.
8. —— you spend the summer in Maine?
9. —— we spend a day at Mt. Vernon?
10. —— you read us a story this evening, mother?
11. I —— bring it to-morrow if I can.

12. I am sure that he —— come Monday.
13. I think it —— rain before evening.
14. —— I wait for him?
15. I think she —— play tennis in the morning.
16. —— I send you the circular?
17. If you are tired, I —— be glad to help you.
18. —— we get our dinner on the train?
19. —— we use pencils in writing the exercise?
20. They —— have a pleasant time if it is in my power to make it so.

LESSON 36

Should *Would*

The same general rules that apply to *shall* and *will* are followed in the use of *should* and *would*.

Should is the past tense of *shall*, and *would* is the past tense of *will*, but practically no distinction in time is now made in the use of these auxiliaries.

In indirect quotations the forms in the past tense are always used when the thought is expressed in past time. Thus, —

He said, "I *shall* not recite to-day." (Direct quotation)
He said he *should* not recite to-day. (Indirect quotation)

He said, "I *will* get the book at once." (Direct quotation)
He said he *would* get the book at once. (Indirect quotation)

When *shall* or *should* would be used by the speaker or writer in direct quotations, use *shall* or *should* in indirect quotations. When *will* or *would* would be used by the speaker or writer in direct quotations, use *will* or *would* in indirect quotations. Thus, —

He said, "I *shall* go to the park Saturday."
He said he *should* go to the park Saturday.

He says, "I *will* pay the bill Monday."
He says he *will* pay the bill Monday.

Should is sometimes used to express the idea of duty or obligation. Thus, —

Every pupil *should* try to do his best work.

Would sometimes expresses the idea of accustomed action. Thus, —

The old man *would* go to the spring every day.

Would is often used in a sentence that has a condition, expressed or understood, which implies doubt or impossibility. Thus, —

1. I will sell my house for two thousand dollars.
2. I would sell my house for two thousand dollars.

The first sentence is a simple statement of the price demanded.

The second sentence implies that I would sell my house *if I had a chance*, but there is some doubt about the chance.

1. I will come Saturday if I can.
2. I would come Saturday if I could.

The first sentence implies that there is a probability of my coming Saturday.

The second sentence indicates that it will be impossible for me to come Saturday.

Exercise

Fill each blank with *should* or *would*.

1. The laws —— be obeyed.
2. I —— be happy if you could come.
3. Every man —— pay his bills promptly.
4. I —— try again if I were in your place.
5. I hoped he —— pay me the bill last week.
6. A man —— take a broad view of conditions as they exist.
7. It is necessary that we —— conserve our forests.
8. You —— find it impossible to do anything else.
9. If he could help us, I am sure he —— do so.
10. A farmer —— spray his fruit trees every spring.
11. We —— like to go with you if we could.
12. Every boy —— read at least one good book every month.

13. If we had a piano, the girl —— play for us.
14. If I could play golf, I —— join the club.
15. A man —— never be ashamed to own that he has been in the wrong.

Oral Exercise

Correct the errors in the use of the words *shall, should, will, would,* and tell why the word that you use is right. These sentences were taken from actual letters.

1. If you are interested in the penmanship, I would be pleased to send you a price on your diplomas.
2. If you have a vacancy in any of the lower grades in your schools for the coming year, I would like to be considered a candidate.
3. My experience has been varied, but as a personal choice of grades I would prefer four, five, or six.
4. I am inclosing testimonials and would be very glad to meet you at any time convenient to you.
5. I am writing to apply for a position in your schools. I would like a primary grade, preferably a second or a third.
6. I graduated in June from the high school and would like to secure a position as clerk.
7. We are going on a sleighride to-morrow evening. We will start about seven o'clock.
8. We shall start about seven o'clock, and I don't know when we will get back.
9. We will also be glad to have our speed operators demonstrate at your school once a year, and would take pleasure in mailing you the monthly tests.
10. Do you know any one who would like to be a scout master? I would like to be a scout, and I know of other boys who would like to be scouts, too.
11. I am in receipt of your communication of April the fifth, and I will be only too glad to help you in any way that I can.
12. I would prefer to go to Readville but would consider a position in another town.
13. I would be glad to have your orders for this stock.
14. I would welcome the opportunity to analyze in full the possibilities of the property.

15. We would not be surprised to see the property increase greatly in value.
16. If you have more or less than thirty-five, I would charge you accordingly.
17. Beginning next fall, I want a change and would like primary grade work very much.
18. If you think that you will have any vacancies in the lower grades, I would like to have you consider me as an applicant for a position.
19. In any fair discussion we would do well to remember that the regular of to-day is quite likely to be the filibuster of to-morrow.
20. If you think you can assist me in securing a better position, I will be pleased to send you data regarding my preparation and teaching experience.

In some of the following numbers *shall* and *will* are used correctly, and in others they are used incorrectly. If they are used correctly, tell why; and, if they are used incorrectly, substitute the right word and tell why the word that you substitute is the correct one.

21. We will give you the benefit of the best prices that we can at all times.
22. We thank you for past favors and assure you we will try to merit your continued patronage.
23. We will be pleased to have you call at our salesroom.
24. We shall be pleased to learn your impression of the book.
25. If you start on your new year the coming month, will you not be in need of some material then?
26. We shall be pleased if you can find the time during the summer to examine the book.
27. I find that I will have to have a print made for you.
28. I shall be very grateful for a copy of your latest school directory.
29. Whether you buy of us or not, we will consider it a favor if you will let us help you to plan time-saving arrangements for your office.
30. I am writing to say that we shall be glad to have you use the photograph in your book.
31. We will be glad to send you descriptive booklets of these lines which we know will interest the book-lovers in your home.

32. We would be glad to supply you with one hundred copies of the book at cost.
33. We should like to have your board read the description in our catalogue and would be glad to answer any questions you may ask.
34. We would be glad at any time to have our representative call and demonstrate to you the various systems which we manufacture.
35. The inclosed account, which has been on our books for some time, has no doubt escaped your attention. We should be pleased to receive a remittance in settlement.
36. If you will drop us a line, we shall gladly call and estimate on any work that you have in mind.
37. If you wish to use the book for your beginning classes, we shall be glad to hear from you at once.
38. We feel sure that you will realize the urgent importance of this subject, and we will be glad to give you promptly full information as to the nature and cost of the equipment.
39. If you would like to know the results of this investigation, I will send them to you as soon as they are tabulated.
40. If you will be so kind as to comply with the request, we shall be glad to send you a complimentary copy for the next twelve months.
41. We inclose our price list on which we allow a preferential discount, which we will be pleased to quote on request.
42. If you will make an appointment with us, we shall be very glad to offer, without charge, suggestions for improvements in your buildings, should they prove necessary.
43. We will be very glad to send you any or all of our books or other literature for examination with the privilege of purchase at the public library discount of twenty per cent.
44. We have had a wide experience in this class of work and will be pleased to give you the advantage of it by having one of our experts call without expense to you.
45. If you leave this matter to the architect, we would consider it a favor if you would ask him to take alternates for our sash, and we would be glad to furnish either your board or the architect without cost a blue print detail for building this particular window.
46. We will spend thought and care in selecting students who we think will fill the positions satisfactorily and will arrange to have them ready to see you when you arrive.

47. Having missed you at the Cambridge conference, I shall all the more appreciate a word from you about any possible book changes.
48. If you will kindly communicate with the employment department of the college, we shall be pleased to give you more information about these teachers or arrange for an interview with them.
49. If you or any or your pupils would like additional copies of this book, we will make you a special price of ten cents each, provided you will mention this letter when ordering.
50. Will you be good enough to answer the questions printed on the inclosed sheet with reference to the schools in your district, using the stamped and addressed envelope for your reply?

LESSON 37

The Right Use of Words

Teach *Learn*

PRESENT	PAST	PRESENT PARTICIPLE	PAST PARTICIPLE
teach	taught	teaching	taught
learn	learned	learning	learned

Read:

The fisherman *taught* the boy to steer the boat.
The boy quickly *learned* to manage the boat.

The one who gives the instruction *teaches*. The one who receives the instruction *learns*.

Exercise

Read each sentence and use some form of *teach* or *learn* in the blank. The exercise may be written at the option of the teacher.

1. The little girl —— her lesson well.
2. I shall —— the poem to the child.
3. The boy —— his dog to do many interesting things.
4. The teacher —— us to use capital letters correctly before we —— how to make outlines.
5. The physical instructor —— the boys and girls to care for their health.

Written Exercise

Write five sentences, in each of which some form of the word *teach* is used and five sentences in each of which some form of the word *learn* is used.

LESSON 38

The Right Use of Words

Sit *Set*

PRESENT	PAST	PRESENT PARTICIPLE	PAST PARTICIPLE
sit	sat	sitting	sat
set	set	setting	set

Read: The old man *sits* in his easy chair.
The teacher *set* the typewriter on the table.

The verb *sit* never takes an object, and therefore it is always intransitive.

The verb *set*, in the sense of *to put* or *to place*, always has an object, and therefore it is transitive.

Note. — *Set* is also used as an intransitive verb. Thus, —

The sun sets in the west.
The jelly in the bowl has set.
The fruit on the trees has set.

Oral Exercise

Read each sentence and use the right form of *sit* or *set* in the blank.

1. The little girl —— in the chair.
2. Shall we —— down?
3. He has —— the trap to catch the bear.
4. I have —— in the park for a long time.
5. He told her to —— the clock on the mantel.
6. One of her duties was to —— the table.
7. Very angrily he told him to —— down.

8. He —— up night after night to study.
9. The boy farmer —— two hens last week.
10. The hens are —— on the eggs now. They are called —— hens.
11. After the dinner we —— at the table for some time.
12. The farmers have —— many young trees in the orchards.
13. The children —— the spools up in a row and played they were soldiers.
14. The children in the kindergarten are —— in their chairs around the table.
15. The man said that the boys were —— on the bench when the accident happened.

Written Exercise

Write ten sentences in each of which some form of *sit* or *set* is used.

LESSON 39

The Right Use of Words

	May	*Can*
PRESENT	may	can
PAST	might	could

Read: *May* I be excused at recess?
You *may* go if you *can* finish your work in time.

May is used to ask permission and to give permission.
Can is used to express ability or power.

Note. — *May* has other uses also, but errors are not likely to be made in these uses.

Oral Exercise

Read each sentence and use the right word (some form of *may* or *can*) in the blank.

1. Shall I help you? You —— if you ——.
2. —— I take your pencil? You —— if you —— find it.
3. Ask your father if you —— go with me.
4. He says that I —— go if I —— earn the money.

5. What more —— be done to help them?
6. —— I take your algebra for an hour?
7. —— we have the box if we —— find it?
8. —— I go with you to the boat house?
9. You —— go if the teacher will give you permission.
10. We —— not find our way home if we do not mark the path well.
11. —— you play on a violin? No, but father says that I —— take lessons this winter.
12. My uncle says that I —— go out in the boat if I will wait until he —— go with me.
13. Some of the pupils write much better than others. They —— all write well if they practice.
14. The girls in the domestic science classes —— cook very well. The teacher says they —— serve a dinner if they wish to do so.
15. —— we borrow your wagon this afternoon? I am sorry, but you —— not use it. One wheel is broken.

Written Exercise

Write ten sentences, in each of which some form of *may* or *can* is used.

LESSON 40

The Right Use of Words

Rise *Raise*

PRESENT	PAST	PRESENT PARTICIPLE	PAST PARTICIPLE
rise	rose	rising	risen
raise	raised	raising	raised

Read:

Another cry *rose* on shore.
The wind was *rising* with an extraordinarily loud sound.

The men *raised* the boat to their shoulders.
They were *raising* it slowly.

The verb *rise* never takes an object, and it is therefore always intransitive.

Raise is always transitive.

Oral Exercise

Read each sentence and fill the blank with some form of *rise* or *raise*.

1. Did the bread ——?
2. Yes, it has ——.
3. John, please —— the window.
4. The old man —— slowly from his chair.
5. Do you think the river will ——?
6. Yes, it has already —— four inches and is rapidly ——.
7. The men then —— the heavy timber from the ground.
8. They have —— a flag pole in front of the schoolhouse.
9. At what time does the sun —— to-morrow?
10. Everyone in favor of the motion please —— his right hand.

Written Exercise

Write ten sentences, each of which contains some form of *rise* or *raise*.

LESSON 41

The Right Use of Words

Lie *Lay*

PRESENT	PAST	PRESENT PARTICIPLE	PAST PARTICIPLE
lie	lay	lying	lain
lay	laid	laying	laid

Read:

The invalid *lies* on the couch all day.
The nurse *laid* the book beside the couch.

The verb *lie* (to recline) never has an object, and it is therefore always intransitive.

The verb *lay* (to put) is always transitive.

Oral Exercise

Read each sentence and fill the blank with some form of *lie* or *lay*.

1. Please —— the books upon the table.
2. I have —— them on the desk.
3. The pencils and the paper already —— on the desk.
4. —— aside the work now and play.
5. That old log has —— there many years.
6. The day was so warm that even the cattle were —— in the shade.
7. I should like to —— down for a little while.
8. Each of the children —— out a flower bed.
9. In which direction does the cabin ——?
10. It cannot —— there much longer because it is in the way.

Written Exercise

Write five sentences, in each of which some form of *lie* is used and five in each of which some form of *lay* is used.

LESSON 42

The Right Use of Words

Stop *Stay*

Read:

I will *stop* at your home on my way to school.
I cannot *stay* more than five minutes.

The verb *stop*, meaning to cease from motion, should be used as indicated in the first sentence. The intransitive verb *stay* means *to remain.*

Oral Exercise

Read each sentence and fill the blank with some form of *stop* or *stay.*

1. This train does not —— at my station.
2. Doctor Ellis is —— at our home for the week.
3. You may —— for half an hour after school and show me the pictures.
4. Shall you —— at the hotel while you are away?
5. Will you —— at Russell's drug store to get a prescription for me?

Written Exercise

Write five sentences in each of which some form of *stop* is used and five in each of which some form of *stay* is used.

LESSON 43

The Right Use of Words

Guess *Think*

Read:

Guess how many pennies I have in my pocket.
Do you *think* it will rain this morning?

We use the word *guess* when we have no means of judging. This is illustrated in the first sentence.

We use the word *think* when we deliberately form an opinion, acting upon our knowledge or judgment as in the second sentence.

Note. — The word *believe* should not be used in the sense of *think*.

Oral Exercise

Read each sentence and fill the blank with some form of *guess* or *think*.

1. —— how many beans there are in this bag.
2. I —— that there will be a large crop of apples this year.
3. Do you —— it is time to start?
4. I —— my brother will go with us.
5. What do you —— I found in the woods yesterday?

LESSON 44

The Right Use of Words

Ought

Ought has no past tense. Therefore, when we wish to express past time, we must use the perfect infinitive. Thus, —

I *ought* to have gone.

The use of *had ought* is a very common error, and it should be carefully avoided. It is not correct to say:

He *had ought* to go.
He *ought* to go; hadn't he?

Oral Exercise

Give sentences using *ought* correctly. Let them refer to past time.

LESSON 45

Review of Pronouns

Exercise

Read or write each sentence and fill the blank with a suitable personal, interrogative, or relative pronoun.

1. Every one will have —— separate desk.
2. Did they know —— we were going to have?
3. —— did you say the man was?
4. This is a time when every one must use —— own judgment.
5. In such a place as this every one must look out for —— own umbrella.
6. —— did the people get to take care of the cotton?
7. Everybody who has —— hands in water needs something to keep —— smooth.
8. No boy or girl is allowed to leave —— hat in the office.
9. An applicant generally shows by —— application whether —— (has, have) a good education or not.
10. The teacher asked —— I saw this morning on my way to school.
11. She sent word that she expected either Frank or —— to meet her at the station.
12. A boy who is rude in —— manners will be disliked by older people
13. Frank and his sister were there, but neither would tell (who, whom) —— had seen.
14. If anyone in the audience wishes to ask a question, I will answer ——.
15. Every one of the clerks in the mill has handed in —— resignation.

16. If any one passing by did see me, I hope —— saw enough to substantiate my story.
17. The state of affairs in the East is such that it is certainly wiser for every one just now to be within the borders of —— own country.
18. The aid society wants a large easy chair for an invalid. Any one who has such a chair that —— can spare is requested to notify the secretary.
19. If my dearest friend or my dearest relative seemed likely to me to do one fraction of harm to the great cause, I should without one second's compunction arrange for —— removal.
20. I presume that, if I make a few investigations on my own account and bring you absolute proof that any one of these people —— names are upon my list (is, are) in traitorous communication with the enemy, you will view the matter differently.

Oral Exercise

In some of the following sentences the form of the pronoun *who* is right and in others it is not right. It is for you to decide whether it is right or not. If you think it is right, tell why. If you think it is not right, correct it and give your reason for making the change. Tell whether the pronoun *who* is relative or interrogative.

1. Whom do you think was the next to shake me by the hand?
2. I think the man who was driving the car had not had much experience.
3. Who will you get to take you on from that point?
4. Tell me the name of the man who you think Charles saw in one of the stores.
5. He told me that he had seen a man on the street who he thought to be either you or me.
6. Who did you hear had bought the pictures?
7. I wish to hire a man whom you think will be able to drive the car and to keep it in order.
8. He had gone to see a man whom he thought would know about suitable building lots.
9. I cannot remember the name of the boy who the principal said had asked permission to go to the library.

10. He found a man who he thought to be capable of managing the business during the summer.
11. We will spend thought and care in selecting students whom we think will fill the positions satisfactorily.
12. I often think of the man whom I think will never know how he failed to use his influence to the greatest advantage.

LESSON 46

Writing Numbers

Cardinal numbers indicate numbers without reference to position or relation. They may be written either in words or in figures. Thus, —

five eight 47 625

Ordinal numbers indicate position in a series. Thus, —

The *third* seat in the row.

The following rules for writing cardinal numbers have been accepted by common consent:

Rule I. *Write in figures numbers designating dates.*

Washington was born in 1732.

Rule II. *Write in figures the numbers of chapters, pages, and sections of a book.*

The article may be found on page 323.

Rule III. *Write in figures the street numbers of buildings.*

He lived at 45 High street.

An isolated cardinal number in connected written work should be spelled when the number can be expressed in one or two words. Thus, —

I bought a knife for seventy-five cents.
The house was built sixty years ago.
The clerk receives twenty-five dollars a week.

When several cardinal numbers are used in close connection, they should be written in figures.

Write in figures a cardinal number that requires three or more words. Thus, —

He sold the horse for $175.

A long number written out in words is not easy to read.

A cardinal number used before the word *times* should be spelled. Thus, —

The product of five times 6 is 30.

An ordinal number should be spelled except in the case of dates. Thus, —

The teacher called the second pupil in the row.
Lincoln was born February 12, 1809.

Written Exercise

Write five sentences, in each of which a cardinal number is used correctly.

Write five sentences, in each of which an ordinal number is used correctly.

CHAPTER II

CAPITAL LETTERS AND PUNCTUATION

LESSON 1

The Use of Capital Letters

THE rules for the use of capital letters are made by usage. The grammars simply tell how capitals are used by the best writers.

Rule 1. *Begin with a capital letter the first word in every sentence.*

Bread is the staff of life.

Rule II. *Begin with a capital letter a proper name or a word or group of words considered as a proper name.*

A proper name is a name that distinguishes an individual person or thing from others of the same class. It may be one word or several words used together as one name.

ILLUSTRATIONS

1. The poem was written by *Henry W. Longfellow.*

Henry W. Longfellow is the name of an individual person.

2. Caesar conquered the *Britons.*

Britons is the name of an individual race of people.

3. Hans Christian Andersen lived in *Denmark.*

Denmark is the name of an individual country.

4. The home of Washington was in *Virginia.*

Virginia is the name of an individual state.

The word *state* used with the name should not be written with a capital letter unless it is used as a part of an address. We write *state of Ohio, New York state, state of Missouri.*

5. The largest library in France is in *Paris*.

Paris is the name of an individual city.

The word *city* used with the name should not be written with a capital unless it is used as the part of an address or has become a part of the name. We write *city of Chicago, New York city*. We write *Kansas City* and *Salt Lake City* because the word *city* is a part of the name. *New York City* is often used as an address on envelopes without the name of the state, and, when it is used in this way, it should begin with a capital letter.

6. One of the streets in New York is called *Broadway*.

Broadway is the name of an individual street.

Nearly all grammars require that the word *street* written with its name shall begin with a capital letter. Most publications, however, begin it with a small letter. Either form may be considered right. Thus, —

I live on Main *Street*.

or,

I live on Main *street*.

When the word *street* is used as a part of an address, it should be written with a capital letter.

7. One of the large rivers in the world is the *Amazon*.

Amazon is the name of an individual river.

The word *river* used with its name is begun with a capital letter in most text-books, but in newspapers and other periodicals it is usually printed without a capital letter. Either form may be considered right. Thus, —

I live near the Ohio *River*.

or,

I live near the Ohio *river*.

8. The city of Buffalo is situated on *Lake Erie*.

Lake Erie is the name of an individual lake.

In this case the word *lake* has become a part of the name, and

it is always written with a capital letter. The same is true in the names *Lake Michigan, Lake George,* and others.

9. The betterment of the highways between the *East* and the *West* helped to increase the population.
When I lived in the West, the streets of our town ran *north* and *south.*

In the first sentence the words *East* and *West* are the names of individual parts of the country, and they are begun with capital letters.

In the second sentence the words *north* and *south* indicate direction, and they are not begun with capital letters.

10. The last day of the week is *Saturday.*

Saturday is the name of an individual day of the week.

11. Washington's birthday is in *February.*

February is the name of an individual month.

The names of the seasons are not begun with capital letters. We write *spring, summer, autumn, winter.*

12. On *Thanksgiving Day* there are many family reunions.

Thanksgiving Day is the name of an individual holiday.

The word *day* in *Christmas Day, New Year's Day,* and in names of other holidays is usually considered to be a part of the name of the holiday. Many newspapers, however, print it with a small letter. In written work it is better to use a capital letter.

13. The orator of the day was a *Republican.*

The word *Republican* is the name of an individual political party.

When the word *party* is added to the name of a political division, it is often written with a capital letter, but many newspapers print it with a small letter.

14. The principal of the school is a *Roman Catholic.*

Roman Catholic is the name of an individual religion.

15. The class in history is studying about *The Middle Ages.*

The Middle Ages is the name of an individual period of time.

16. The name of the little girl's dog was *Prince.*

Prince is the name of an individual dog.

NOTES (for reference)

1. The pronoun *I* and the interjection *O* are always capital letters.
2. The words *Congress, Senate,* and *House,* when used to refer to the law-making department of the United States government, are nearly always written with capital letters.
3. Names of the Deity or words meaning the Deity should be written with capital letters.
4. The first word in every line of poetry should begin with a capital letter.
5. Names of important events that have become historical are usually written with capital letters. Thus, — *The Revolution, The Reformation, The Renaissance, Magna Charta.*
6. The word *president,* when used to indicate the president of the United States as a person, is often written with a capital letter, but the tendency at present is to write it with a small letter.

   The name *high school* may be written or printed with capital letters in an announcement or in any place where it is especially important. In other cases small letters should be used.

   The name of a school should begin with a capital letter. Thus, —

   The boy attended the *Union* grammar school.
7. Such names as *town hall, city hall, public library,* and *fire station* are not usually written with capital letters.
8. The first word in a quotation should begin with a capital letter if it began with a capital letter before it was used as a quotation. The rules for the use of capital letters in quotations are given in another part of the book.

Rule III. *Begin with a capital letter a word derived from a proper name.* Thus, —

A dense fog spoiled the *American* plan.

The *Danish* army spent the winter in camp.

Upon the *Kentucky* landscape during these *October* days there lies the later youth of the year, calm, deep, vigorous.

NOTE. — Some words that were originally derived from proper names begin with small letters because their origin has been forgotten or has been disregarded. Thus, —

We bought some *china* dishes.
Some of the words were *italicized.*
The city built a mile of *macadam* road.

Rule IV. *Begin with a capital letter a title used with the name of a person.* Thus, —

I met *Doctor* Pond and *Professor* Morse this morning.

The members of the society invited *Governor* Smith to address them on the Fourth of July.

Such titles should not be written with capital letters when they are not used with names. We write:

I met the *doctor* and the *professor* this morning.
The *governor* declared himself in favor of the present tax laws.

With the exception of prepositions all parts of a compound title used with a name should begin with capital letters. Thus, —

On the afternoon of the same day *Vice President* Roosevelt took the oath of office.

Rule V. *Begin with capital letters the important words in titles of books, stories, compositions, important documents, and headings of any kind.*

In general all words in headings except prepositions, conjunctions, and the articles should begin with capital letters. Thus, —

The Declaration of Independence.
A Tale of Two Cities.
A Short History of the English People.

In quoting the title of a book or a title of any kind that begins with an article, the article should begin with a capital letter. Thus, —

My friend gave me a copy of *The Friendly Year* by Henry van Dyke.

Rule VI. *Begin with a capital letter the first word in a direct quotation if it began with a capital letter in the original form.* Thus, —

Bevis said, "The book is very old."

Rule VII. *Use capital letters in writing abbreviations when custom requires that they shall be capitalized.* Thus, —

The history class recites in room No. 6.

Written Exercise

Write in tabular form each word beginning with a capital letter in the selections given below and after it write the reason for the capital letter.

1. Ten years came and went, and Jason had grown to be a mighty man.

   Model:

   Ten, the first word in the sentence.
   Jason, a proper name.

2. The American Congress sent John Jay, Benjamin Franklin, and John Adams to meet the English peace commissioners.
3. The body of all true religion consists in obedience to the will of the Sovereign of the world.
4. Chief Justice John Jay was sent to Great Britain to negotiate a new treaty.
5. The story called "A Girl's Life Eighty Years Ago" describes the life of the period.
6. The schools of the land grew steadily better. In the West the government gave a part of the public lands to support education. In the East the colleges improved their methods and drew many more students than of old.
7. It was not possible to give independence to the people of Cuba at once so for some years military government was in force there, first under General John R. Brooks and later under Major General Leonard A. Wood.
8. On September 6, 1901, President McKinley was murdered by an insane man, while attending the Pan-American Fair at Buffalo, and Vice President Roosevelt became chief magistrate.

9. Measure your health by your sympathy with morning and spring. If there is no response in you to the awakening of Nature, if the prospect of an early morning walk doth not banish sleep, if the warble of the first bluebird does not thrill you, know that the morning and the spring of your life is past.
10. We were ushered into the banqueting scene with the sound of minstrelsy. Never did Christmas board display a more goodly and gracious assemblage of countenances. I always consider an old English family as well worth studying as a collection of Holbein's portraits. I have traced an old family nose through a whole picture gallery, handed down from generation to generation almost from the time of the Conquest.

WILLIAM PENN'S TREATY WITH THE RED MEN

Two hundred years ago William Penn called the Indian chiefs to a great council on the banks of the Delaware. Unarmed, in the plain dress of the Quaker, he met the Indians under an elm tree.

Standing before them he said, "My friends, we have met on the broad highway of faith and goodwill. Between us there shall be nothing but friendship."

The chief replied, "While the rivers run and the sun and the moon shall shine, we will live at peace with William Penn and his children."

Written Exercise

Write the following sentences and fill the blanks with proper adjectives.

1. The —— and the —— generals held a conference.
2. There were ——, ——, and —— books on the desk.
3. The skill of the —— people is well known.
4. The —— ships were destroyed by the —— ships assisted by their —— allies.
5. Adjectives formed from proper nouns, such as ——, ——, and —— should begin with capital letters.

Fill each blank with a suitable word:

6. The Pilgrims claimed the right to worship —— as they pleased.
7. The chairman introduced —— Edwards, who addressed the meeting.

8. Before a bill becomes a law of the United States, it must be passed by the —— and the ——.
9. The climate in the —— is quite different from that in the ——.
10. I expect to spend the long —— vacation with —— Henry.

Written Exercise

Write sentences illustrating each of the foregoing rules for the use of capital letters. Underscore the word that illustrates the rule. Place the number of the rule before each sentence.

Exercise

1. Write one or more sentences that shall contain the names of all the seasons.
2. Write one or more sentences in which you name all your studies.
3. Make a list in tabular form of at least five books or stories that you have read recently. If you have not read any books or stories, write the names of five books with which you are familiar.
4. Write in sentences the names of three religious denominations.
5. Write in sentences the names of at least three political parties.
6. Write a sentence in which you name two great wars.
7. Write a sentence in which you use the word *general* twice, once as a title and once not as a title.
8. Write a sentence containing the names of three public men in your town or city. Prefix their proper titles.
9. Write a sentence in which you mention the names of two schools in your town or city.
10. Write a sentence containing the names of two public buildings in your town or city.

Note. — Such names as town hall, city hall, public library, and fire station are not usually written with capital letters.

11. Write a sentence in which you mention the principal of your school. Prefix his or her proper title.
12. Write a sentence containing two proper adjectives.
13. Write a sentence containing the names of two holidays.

14. Write a sentence containing the words *mayor* and *doctor* not used as titles.
15. Write a sentence containing the word *lawyer* used both as a title and not as a title.

Dictation Exercise

The teacher may select ten titles and dictate them to the class. These may be titles of books, chapters in a book, or any heading or title that he finds in his books or in standard magazines.

Note to Teacher. It is suggested that, after the exercise is written by the pupils, the papers may be exchanged. The titles may then be put on the blackboard, and the pupils may correct the papers.

LESSON 2

The Right Use of Words

O *Oh*

The form *O* is used in direct address and is not separated from the name of the person addressed by any mark of punctuation. It is always a capital letter. Thus, —

O John, come here.

The interjection is spelled *oh* when it is used in any other way than in direct address. It may or may not be separated from the following words by a mark of punctuation. The punctuation is governed by the sense. Thus, —

Oh, then run along quickly.
Oh for a lodge in some vast wilderness!

The form *oh* does not begin with a capital letter unless it is the first word in a sentence.

When the feeling or emotion is limited to the word *oh*, an exclamation mark may be used after it. Thus, —

Oh! Did you see the pretty flowers?

When the word *oh* is used simply as an introduction, and the feeling or emotion is expressed by the remainder of the sentence,

a comma may be used after the *oh*, and an exclamation mark may be put at the end of the sentence. Thus, —

Oh, that is such a little thing to do!

The word following the interjection *oh* may begin with a capital letter when the break between the two is complete. Thus, —

Oh! The frost has killed the flowers.

WRITTEN EXERCISE

Write ten sentences, each of which shall contain one of the forms *O* or *oh*.

LESSON 3

Punctuation

The purpose of punctuation is to make the meaning clear to the reader.

I. A period should be used:

1. At the end of every complete statement that is not used as an exclamation and at the end of every command. Thus, —

The factory was equipped with new machinery.

2. After an abbreviation; as, Sept., Wed., Mass.

II. A comma (or commas) should be used:

1. To set off the name of a person addressed. Thus, —

Mary, have you seen Doctor Cobb?
Come, little girl, here is a book for you.
Will you, my little man, get me a little hot water?

NOTE. — Words used with the name of the person addressed are set off with the name.

2. Between the parts of a compound sentence when they are closely connected. Thus, —

I am as strong an advocate of economy as any here, but we cannot sacrifice anything which means increased efficiency.

NOTE. — The parts of a compound subject or a compound predicate need not be separated by a comma or by commas.

NOTE. — Many writers often separate the parts of a compound predicate, especially when it is long, but it is the plan of this book to follow definite rules for punctuation and to omit all optional punctuation. If the pupils learn to punctuate according to definite rules, they can afterwards use optional punctuation with understanding and judgment.

EXERCISE [1]

Write each sentence and punctuate properly. The sentences are printed without commas.

1. Success is full of promise till men get it and then it seems like a nest from which the bird has flown.
2. The knight returned him thanks for his courtesy and both resumed their seats by the table.
3. Psyche stepped into the boat and the old man began to row heavily against the black and sluggish stream.
4. The sea grew more and more rough and its white foam would curl and boil till at last the waves burst in the boat's side.
5. All that day and night we were tossed by the waves but the next morning we were thrown upon an island where we found delicious fruit.

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6. Your telegram of March 10 has just come in and the order has been sent to the shipping department.
7. Let us thank you again for opening an account with us and we hope it will lead to permanent and pleasant relations.
8. We believe that you will readily understand our position and we anticipate your early response.
9. Our advertising appropriation does not cover such publications as the *Gazette* and in consequence of this fact we can not consider your offer.
10. We share your regret at the unfortunate circumstances that have

[1] This and other exercises that follow may be used for dictation at the option of the teacher. The ability to take dictation accurately is especially valuable to pupils in commercial departments.

occurred recently in connection with your account and we assure you that everything in our power shall be done to prevent similar misunderstandings arising in the future.

11. This is such an exceptional opportunity that every savings bank should take advantage thereof and we recommend that you purchase a block of these bonds.
12. The interest in this issue is widespread and subscriptions have already been sent in by a very large number of the savings institutions and insurance companies in this state.
13. We have during the past twenty-five years handled over thirty issues of King county and all of these bonds have proved satisfactory investments.
14. This fact not only enables the authors to give a related treatment of any particular subject during each of the various periods but it also makes possible a unified plan in the general discussion of each important phase of history.
15. A good machine makes a fine point and saves time and pencils but one that breaks the lead is an expensive article to use.

NOTE. — The sentences below the dash in this and in some of the following exercises are taken from real letters.

3. To set off an adverbial clause when it is out of its natural order. Thus, —

1. When the bell rang, the children marched slowly in.

The natural order would be:

The children marched slowly in when the bell rang.

2. If we consider the first case as an illustration, our experience will easily convince us of the truth of the matter.

The natural order would be:

Our experience will easily convince us of the truth of the matter if we consider the first case as an illustration.

An adverbial clause is in its natural order when it follows the word or phrase which it modifies. Thus, in the sentence *He will go if it rains* the adverbial clause *if it rains* modifies the verb phrase

will go, and the clause is in its natural position. In the sentence *If it rains, he will go* the clause is out of its natural position.

An adverbial clause that is in its natural order need not be set off by a comma or by commas.

Oral Exercise

Read each sentence. Mention each adverbial clause and tell whether it is in its natural order or is out of its natural order. Mention each place where a comma should be used and give the reason. The sentences are printed without commas.

1. When the dance was at an end Ichabod was attached to a knot of the sager folk.
2. When we have looked out upon the American rapids for many days it is hard to remember contented life amid motionless surroundings.
3. It is hard to think of happy sleep in an empty silence when we have slept beside the falls for many nights.
4. If there are too many preachers and too few shoemakers the preachers will be taken from the pulpit and assigned to the bench.
5. When a hawk does not know a man on horseback from a horse it shows a want of intelligence.
6. If a man in the colonies wanted to buy a coat he would exchange a bear skin for it.
7. If he wished for a barrel of molasses he might purchase it with a pile of pine boards.
8. The maiden was startled by a rumbling sound when she had filled her arms with fresh flowers.
9. As soon as I had climbed to the top of the hill I screened myself behind a cliff.
10. When I had climbed the hill I set up my rifle against a tree and began picking berries.

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11. If we have not made everything perfectly clear please let us know.
12. When this letter reaches you will you not take care of the balance that is now due?
13. If you will frankly tell me your views I shall esteem it a personal favor.

14. When you have chosen the style you wish let me know and I will attend to the matter at once.
15. If your merchandise has not recently been inventoried your conservative estimate of its value will be satisfactory.
16. Until there has been a marked reduction in the amount of your indebtedness we cannot send more goods on credit.
17. I should like very much to teach in your vicinity the coming school term if you have any opening.
18. If you can arrange the matter satisfactorily I should like to buy the material from you on sixty days' credit.
19. If you have not received the goods ordered please repeat the order and we will fill it again without further delay.
20. If our failure to hear from you up to the present time has been due to lack of funds, we will show you how you can earn the entire cost of your equipment without taking one penny from the school department funds.

Written Exercise

Write five sentences, in each of which there is an adverbial clause in its natural order.

Write five sentences, in each of which there is an adverbial clause out of its natural order.

Note. — When an adverbial clause out of its natural order is within another clause, the adverbial clause should not be followed by a comma unless a comma is also placed before it. Either of the following punctuations is admissible:

It was decided that, if the colonies hoped to succeed, they must unite.
It was decided that if the colonies hoped to succeed they must unite.

It is not correct to write:

It was decided that if the colonies hoped to succeed, they must unite.

4. To set off words in apposition. Thus, —

Aurora, the goddess of the dawn, had drawn aside the crimson veil of morning.

Shake off this downy sleep, death's counterfeit, and look on death itself.

Adjectives are often used like appositives after the nouns which they modify. Used in this way, they are out of their natural position and should be set off by commas. Thus, —

On the other side he looked down into a deep mountain glen, wild, lonely, and shagged.

On the other side were the highlands, vast and cragged.

The flowers of the apple are perhaps the most beautiful of any tree, so copious, and so delicious to both sight and scent.

A participial phrase is often used like an appositive adjective to explain or to describe the noun or pronoun which it follows, and it should be set off by a comma or by commas. Thus, —

Cedric no sooner saw the turrets of the castle raise their gray and moss-grown battlements, glimmering above the woods by which they were surrounded, than he instantly understood the cause of his misfortune.

Out of the recesses of a dark closet he brought a large pasty, baked in a pewter platter of unusual dimensions.

The attendants, surprised and terrified at the fate of their masters, fell an easy prey to the assailants.

Written Exercise

Change the adjective clauses in the following sentences to appositives and punctuate properly.

1. Noblest of all the youths was Gabriel, who was the son of the blacksmith.
2. Wednesday, which was Woden's day, was named for the king of gods and men.
3. He lived in Bagdad, which is a famous city on which science and learning have long shone.
4. Every one has heard of Haroun al Rashid, who was the hero of Eastern history and Eastern romance.
5. The poem that is called The Children's Hour tells of the loving home life of the family.
6. Elias Howe, who was the inventor of the sewing machine, was once a poor man.

7. Now the bright morning star, which is day's harbinger, comes dancing from the east.
8. One of America's best friends in England was William Pitt, who was the great Earl of Chatham.
9. Governor Carver made a treaty with Massasoit, who was chief of a neighboring tribe of Indians.
10. Percy, who was Earl of Northumberland, sent his two sons, who were Sir Henry and Sir Ralph Percy, to stop the progress of the invasion.

Exercise

Punctuate each sentence properly and give the reason for the use of each comma. The sentences are printed without commas. Explain the reason for each capital letter.

1. Juno also had a chief messenger a goddess named Iris.
2. Inside of this was something like a wheel very solid and very thick.
3. Mr. Bicknell the efficient national director of the American Red Cross was present.
4. At the gate sat a dragon a monstrous creature with glaring eyes.
5. To my mountain friends dwellers in lonely cabins I owe much of my success.
6. To Athena was given the honor of naming the capital of Attica because she produced an olive the emblem of peace.
7. Around them still and silent as the dead clustered the whole English army.
8. The office of cupbearer was given to a young Phrygian shepherd Ganymede by name.
9. On and on he flew until his strength failed him and he came down to earth sick and half fainting.
10. Yet I am prepared to believe that seeds especially small ones may retain their vitality for centuries under favorable circumstances.
11. Under these sad circumstances common to us all their thoughts could find no resting place outside the ever trodden round of their own petty history.
12. Rowena somewhat alarmed by the mention of outlaws in force seconded the proposal of her guardian.
13. The other reason was the fact that the morning's meet was near Batherley the market town where the unhappy woman lived.

14. During this discursive address Silas had continued motionless in his previous attitude leaning his elbows on his knees and pressing his hands against his head.
15. At last Mr. Snell the landlord a man of a neutral disposition accustomed to stand aloof from human differences broke silence.

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16. I desire to notify you that I have succeeded to the late firm of Cody and Company retailers in electric supplies.
17. Mr. R. H. Whitson the man who used my name as a reference had no authority for so doing.
18. Mr. L. O. Russell our representative in the New England field will call upon you about September 1.
19. We inclose a credit memorandum for five dollars the amount of the freight paid by you.
20. This suggests the second vital principle that children should have abundant opportunity for practice in expression under normal conditions.

5. To set off a phrase containing a verbal form (participle, infinitive, verbal noun) when it is used out of its natural position.

A phrase containing a verbal form is out of its natural position when it does not immediately follow the word that it modifies.

ILLUSTRATIONS

Natural position:

The girl seeing the danger ran away.
The man hearing the noise went to find the cause.
The fireman hastily climbing the long ladder rescued the child.

In the last sentence the word *hastily* is a part of the participial phrase, and it is not to be regarded as coming between the participle and the word that it modifies.

Out of natural position:

Deprived of the queen, the swarm loses all heart and soon dies.

In this sentence the participial phrase *deprived of the queen* modifies the noun *swarm*. The phrase is out of its natural posi-

tion because it does not immediately follow the word that it modifies.

To indicate the place for the tree, the farmer stuck a stake into the ground.

The infinitive phrase *to indicate the place for the tree* modifies the verb *stuck*. The phrase is out of its natural position because it does not immediately follow the word that it modifies.

In picking apples, care should be used not to bruise the fruit.

The phrase containing the verbal noun *picking* modifies the verb *should be used*. The phrase is out of its natural position because it does not immediately follow the words that it modifies.

The moonbeams fell through the upper part of the casement, partially lighting up the antiquated apartment.

The participial phrase *partially lighting up the antiquated apartment* modifies the noun *moonbeams*. The phrase is out of its natural position because it does not immediately follow the word that it modifies.

Participial phrases in their natural position that are used like appositive adjectives to describe are set off by commas like all appositives. (See page 468.)

Oral Exercise

Read each sentence. Mention each phrase containing a verbal form and tell what it modifies. Tell whether it is in its natural position or not and tell when and where a comma or commas should be used. The sentences are printed without commas.

1. Leaping to his horse he rode away to give a great deed to the world.
2. The American deer in the wilderness left to himself leads a comparatively harmless but rather stupid life.
3. To hear them more distinctly I drew aside the curtains.
4. While working wearily at his task he heard a strange sweet song.
5. The merchant feeling keenly the competition of the other stores decided to sell his business.

6. It was a proud moment when I stood on the wharf with my partners inspecting the *Dolphin* moored at the foot of a very slippery flight of steps.
7. A sudden squall struck the sea ploughing deep white furrows into it and at the same instant a single piercing shriek rose above the tempest.
8. Though burdened by a deep sorrow his heart grew light as he heard the words.
9. To indicate ownership or possession the possessive sign is added to the word.
10. Failing in this direction I return to the oak and perceive the bees going out through a small crack in the tree.
11. In quoting a selection great care should be used to quote accurately.
12. The wind rose higher and higher cutting long slits in the tent through which the rain poured incessantly.
13. One day he was sitting on one of the outer branches of the tree looking southward after his home.
14. The jays looking around from time to time soon reach the meat and nibble at it.
15. The rest of the house was in the French taste of Charles the Second's time having been repaired and altered by one of his ancestors.
16. In a quiet nook talking their old times over the old men sat apart.
17. In finding herself once more by the side of Ivanhoe Rebecca was astonished at the pleasure which she experienced.
18. The rest of the party had gone inside hoping to get their minds quiet enough to sleep.
19. Buck duplicated the maneuver this time turning sharply to the left; then he threw himself forward tightening the traces with a jarring lunge.
20. The tree bearing its first crop of large red apples was closely watched by the farmer.
21. Going up the side of a cliff about the first of November I saw a vigorous young apple tree.
22. Unwarmed by any sunset light the gray day darkened into night.
23. After leaving college he studied law in a listless sort of way and opened an office in Boston.

24. By examining the inclosed cuts of schoolrooms and reading the notes below each cut you will get a good idea of what we accomplish.
25. Having been accustomed to the control of large bodies of men I had not much difficulty in comprehending the situation.
26. To avoid a break in the receipt of copies your renewal should be sent at once.
27. Before writing to us about delays please allow ample time for orders to be filled.
28. Receiving no reply to this we conclude that you must have overlooked the matter.
29. In checking your bill of last month we find that you have charged us $8.50 too much.
30. We have received your letter of May 1 notifying us that you were returning the three dictionaries that were sent to you by mistake.

Written Exercise

Copy each sentence and punctuate it properly. The sentences are printed without commas.

1. He looks up and stands a moment terrified or fascinated by the bright flames.
2. The owl crept into the first apple tree that became hollow and fairly hooted with delight finding it just the place for him.
3. Having expressed himself thus confidently he reined his horse backward down the slope which he had ascended.
4. We pause to note the graceful movements and glossy coats of several crows walking about a wheat field.
5. The enemy did not pursue beyond the river flocking back to the field to collect the plunder and to gather a rich harvest of scalps.
6. The American army at Valley Forge became disheartened being hard pressed for supplies.
7. Mary repeated the song giving the first notes faintly and the others with increasing volume.
8. The rich ate and drank freely accepting gout and apoplexy as things that ran mysteriously in respectable families.
9. In discussing the food supplies of the world this *Review* many months ago predicted that the crop of the present year would break all records.

10. Hoping to get their minds quiet enough to sleep the rest of his party had gone inside.

11. To give information about these changed conditions Dr. Smith has carefully revised his book and has added thirty pages to it.
12. Upon being advised that these terms are satisfactory we will promptly forward the goods.
13. Knowing the experience you have had in business I write for some information in regard to extending credit.
14. We are in receipt of your letter of August 15 asking us to make shipment of your fall goods as soon as possible.
15. We feel that we are already extending a credit fully as large as we are justified in doing taking all things into consideration.
16. We inclose invoice herewith covering ribbons shipped to you directly from our New York office.
17. Believing that you or some of your friends might be interested in his plans I have taken the liberty of giving him this letter.
18. Replying to your advertisement in the Hampton *Gazette* of August 15 I wish to say that I am seeking the kind of position you offer.
19. In selecting editions of works to be read in your classes next autumn will you kindly consider carefully the merits of our new literature series?
20. Very late in the present school year we brought out a new algebra designed to make the subject more interesting and more simple for first year pupils.

6. To separate words, phrases, or clauses in a series. Thus, —

I bought a hat, a coat, and a pair of gloves.
He shrugged his shoulders, shook his head, cast up his eyes, but said nothing.

When a series of words, phrases, or clauses is used as the subject of a sentence, a comma should not be used between the last one of the series and the predicate. Thus, —

Apples, pears, and peaches were produced in great abundance.
To read carefully, to think deeply, and to remember accurately make an intelligent man.

Exercise

Punctuate each sentence properly. Give the reason for each comma if the exercise is given orally. The sentences are printed without commas.

1. She was a stout round Dutch-built vessel.
2. Commerce is unexpectedly confident alert adventurous and unwearied.
3. All around were scattered shavings chips shingles and broken halves of brick.
4. The pavements and alleys swarm with men women and children.
5. Any halfway measures any timid poking about any feeble attempts to reach their honey are sure to be quickly resented.
6. I rose softly slipt on my clothes opened the door suddenly and beheld one of the most beautiful little fairy groups that a painter could imagine.
7. Modern business methods demand devices for saving time for reducing labor for lessening expense and for increasing efficiency.
8. The first man was spare and had a long iron-bound cudgel the second was a sort of colossus and held an ax by the handle and the third was a broad shouldered man who held an enormous key in his hand.
9. The coyote long slim sick and sorry looking slunk close to the rock.
10. In his search for water game or fellow beings no one had climbed these desolate rocks.

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11. We are opening a general store here and shall carry a line of groceries drygoods hardware and farm implements.
12. We have ladies' fancy writing paper at 35 cents a box a very good notepaper at 20 cents a box and envelopes at 8 cents a package.
13. We are sending you our complete catalogue in which you will find full particulars of all the styles of pianos player pianos violin strings and music which we have in stock.
14. Government regulation of railroads and other corporations preferential voting the recall direct legislation and new forms of municipal government have come to the fore.

15. These bonds are officially designated as a legal investment for the savings banks of Massachusetts Connecticut and New York.
16. They are secured by a direct lien on the valuable terminal properties in Chicago Milwaukee Seattle Tacoma Spokane and other cities.
17. Please send me samples and prices of water colors in tubes white paste in two-ounce bottles rubber erasers of good quality and forty-page note books.
18. Will you kindly mail us specifications of supplies in paper pencils brushes paper towels and toilet paper for the school year?
19. The lines of the Chicago Milwaukee and St. Paul R. R. company system serve such cities as Chicago Milwaukee St. Paul Minneapolis Des Moines Sioux City Council Bluffs Kansas City Butte Seattle Tacoma and Spokane forming a through line between Chicago and the Pacific coast.
20. The catalogues and the blue print equipment plans for your rooms mentioned in connection with this circular cannot fail to be of assistance to you if you contemplate even remotely the purchase of bench cooking sewing drawing chemistry biology physics or wood working machine equipment.

Written Exercise

Combine each group of sentences into one sentence containing a series of words, phrases, or clauses.

1. The United States exports sugar. The United States exports cotton. The United States exports hides. The United States exports petroleum.
2. The wind rushes through the hall. The wind claps the distant door. The wind whistles about the casement. The wind rumbles down the chimney.
3. Apples grow in my orchard. Plums grow in my orchard. Pears grow in my orchard. Peaches grow in my orchard.
4. War results in loss of life. War results in loss of trade. War results in the ruin of a country.
5. Webster was a great lawyer. Webster was a great statesman. Webster was a great debater. Webster was a great writer.
6. Here is the house which Jack built. Here is the table which Jack built. Here is the chair which Jack built.

7. America has given to the world the submarine. America has given to the world the aeroplane. America has given to the world the Lewis air-cooled gun. America has given to the world many other inventions used in modern warfare.
8. He now had a clear view of the mountains stretching to the sea. He now had a clear view of the ridge he had seen before to the southward. He now had a clear view of the long chain of rocks which concealed them from their enemies.
9. Mercury stole Apollo's quiver of arrows. Mercury stole the zone of Venus. Mercury stole the sword of Mars. Mercury stole the hammer of Vulcan. Mercury stole last of all the very scepter of Jupiter.
10. There on his bed lay the helmet. There on his bed lay the shield of polished steel. There on his bed lay the winged sandals. There on his bed lay the scythe shaped dagger.

7. To set off a nominative absolute construction. Thus, —

The storm having passed, we proceeded on our journey.

NOTE. — The participle *being*, or *having been*, is sometimes omitted in the absolute construction. Thus, —

The oldest (being) a mere child, they were hopelessly lost.

ORAL EXERCISE

In each of the following sentences indicate where a comma should be used and give the reason.

1. The cavalcade having passed by she rose and followed.
2. This process was continued the bar being passed successively through five or six pairs of rollers.
3. Our arrival being announced the squire came out to receive us.
4. The river being frozen over they were obliged to perform their journey by land in the depths of winter.
5. Fellow citizens delay having failed patience no longer seems a virtue a thing to be desired but has come to be a vice a thing undesirable.
6. My theme being the wild apple I shall merely glance at some of the seasons in the annual growth of the cultivated apple and pass on to my special province.

7. A sloop was loitering in the distance her sail hanging uselessly against the mast.
8. The weather being favorable the north temperate zone will harvest the greatest supply of cereals and vegetable food supplies ever garnered by mankind in a single summer.
9. I found myself in a lofty antique hall the roof supported by old English joists of old English oak.
10. Fifteen or twenty minutes having elapsed we began to walk along the alley towards the heavy wooden door.

8. To set off words, phrases, or clauses that are parenthetical in their nature. Thus, —

He was, moreover, a kind neighbor.
He had, in fact, fallen in with a rambling hunting party.
He was stout or, as some term it, lusty.

Exercise

Punctuate each sentence properly and give the reason for the use of each comma. Give the reason for each capital letter.

1. It is certain nevertheless that strange things have been seen in these highlands in storms.
2. The good woman has indeed lost everything by this unlooked for calamity.
3. Bees like the milkman like to be near a spring.
4. Toward the close of the season say in July or August the fiat goes forth that the drones must die.
5. The house had been repaired and altered as my friend told me by one of his ancestors.
6. The fireplace as usual was wide and deep enough to admit a gossip knot within its jambs.
7. Shorn however of its ancient and festive honors Christmas is still a period of delightful excitement in England.
8. On the other side was a wide expanse of the river like a broad lake with long sunny reaches and green headlands.
9. In all the pines a very thin membrane in appearance much like an insect's wing grows over and around the seed.

10. The life of the birds especially of our migratory song birds is a series of adventures and of hairbreadth escapes.
11. These bonds as you know are a legal investment for Massachusetts savings banks.
12. My business is rapidly growing and I shall in consequence need a large supply of materials.
13. They represent I think a very radical and advanced step in the teaching and the study of history and literature.
14. I know as a matter of course that you are receiving ample accommodations for your requirements from other houses.
15. You understand of course that freight on all lines is moving very slowly and although both these shipments are due the fact that there is such congestion in the freight traffic explains the delay.

9. To set off a descriptive clause. Thus, —

1. Henry, who is a member of the senior class, is captain of the baseball team.

In this sentence the clause *who is a member of the senior class* describes the noun *Henry*, and the clause is set off by commas.

2. A man who is honest will be respected.

In this sentence the clause *who is honest* restricts the meaning of the noun *man*. If we say *A man will be respected*, the statement is not true. The noun *man* is restricted to *who is honest*. Therefore, the clause is not set off by commas.

In sentences like the second the writer or speaker starts out with a word that covers all of a class of persons or objects. Then by means of a restrictive phrase or clause he selects one or more of the persons or objects in the class. Such a restrictive phrase or clause should not be set off by commas.

It is sometimes difficult to decide whether a phrase or clause is descriptive or restrictive. In such cases it may be helpful to remember that we may substitute a clause beginning with *and*, without changing the meaning, for a descriptive phrase or clause.

In No. 1 we may write *Henry, and he is a member of the senior class, is captain of the ball team.*

The meaning will be entirely changed in No. 2 if we write *A man, and he is honest, will be respected.*

EXERCISE

Read each sentence. Tell whether each phrase or clause is descriptive or restrictive and punctuate properly. The sentences are printed without commas.

1. The man whom you can trust is a true friend.
2. Every duty we omit obscures some truth we should have known.
3. The men who get on in the world are not daunted by one nor a thousand breakages.
4. Children swarm around curious little shops that face the square.
5. The narrow stream which roared and rushed around or over many a rock ran at several points close to the road.

10. To set off *yes, no, however, moreover, etc.,* and sometimes interjections when they are used at the beginning of sentences. Also, to set off an introductory phrase. Thus,—

Yes, I am an American.
However, we did not go.
Oh, I wish you would come.
In a word, we have completed the work.

11. To indicate the omission of a word. Thus, —

He lives in Denver, Colorado.
Tennyson was born August 6, 1809.

The full forms would be:

He lives in Denver *in* Colorado.
Tennyson was born August 6 *in* 1809.

NOTE. — When the omission of a word or phrase does not cause a marked break in the sentence, it is not necessary to use a comma to indicate the omission.

12. To separate the parts of a sentence when they are contrasted or balanced. Thus, —

I study geometry, not algebra.
I want a man for the position, not a boy.
I need a bookkeeper, not a stenographer.
So Gregory was obliged to act not only as the bishop of Rome, but as its ruler also.
There is no nobler field of enterprise in the world than the great valley of the Amazon, and none which is richer in natural resources or which holds out a more certain reward to energy and perseverance.

13. To avoid confusion or ambiguity in meaning.

This rule is not to be applied carelessly or often. There is sometimes a part of a sentence that needs to be set off by a comma in order that there may be no uncertainty in regard to the meaning. Such a case may not be covered by any of the preceding rules. Illustration:

And he struck true and strong before the iron paw could fall, right on the muzzle of the monster.

This sentence is from Charles Kingsley's description of a fight between a young man and a bear. The sentence means that *the man struck right on the muzzle of the monster.*

Without the comma after the word *fall* the sentence would mean that the man struck *before the iron paw could fall right on the muzzle of the monster.*

Oral Review Exercise

Read each sentence. Mention each place where a capital letter is required and give the reason. Mention each place where a comma is required and give the reason. The sentences are printed without capital letters or commas.

1. a comma is used to separate a series of words phrases or clauses.
2. come little boy i will not hurt you.
3. if your statement is true i shall discharge him immediately.
4. washington was always first in war first in peace and first in the heart of every loyal citizen of the united states.

5. hurry john it is your turn to play.
6. all afternoon the storm had been coming on and just before evening it broke.
7. they planted the ladders they had brought and francis mounted first to show them the way.
8. ralph the charcoal burner did not mind the cold.
9. being thus equipped sir cedric found in himself a wonderful inclination to ramble and to visit all parts of the world.
10. i shall mention one or two circumstances which will show you what awful dangers were encountered by the american soldiers.
11. others suggested it might be hendrick hudson who it was well known had once run aground in the upper part of the river.
12. in the first place two hundred twenty-seven withered leaves of various kinds were pulled out of worm burrows in several places.
13. unitedly they form a humming revolving nebulous mass which keeps just high enough to clear all obstacles.
14. a large valley swept around to the north heavily wooded at its head and on its sides.
15. one swarm had come out the day before and without alighting had returned to the parent hive.
16. the crows we have with us always but it is not every day one sees an eagle.
17. he summoned up however all his resolution and attempted to dash briskly across the bridge.
18. journalism so far as it is more than mere reporting and mere money making is under obligations to the community to be truthful sincere and uncorrupted.
19. a slanting ray lingered on the woody crest of the precipice that overhung some parts of the river.
20. failing in this direction i return to the oak again and perceive the bees going out through a small crack in the tree.
21. in any given locality especially in the more wooded and mountainous districts the number of swarms that thus assert their independence forms quite a large per cent.
22. to cleanse our opinions from falsehood our hearts from malignity and our actions from vice is our chief concern.
23. a fierce spirit of rivalry which is at all times a dangerous passion had now taken full possession of him.

24. i turned back therefore thinking of the honey-laden tree that some of these forests would hold before the falling of the leaf.
25. when however tLe hour for the trial came the man was not to be found.

III. A semicolon should be used:

1. Between clauses of a compound sentence that are not joined by a conjunction. Thus, —

I did not read books the first summer; I hoed beans.
The very village was altered; it was larger and more populous.

NOTE. — A period can generally be used in such places without changing the meaning.

2. Between clauses of a compound sentence when the parts contain commas within themselves. Thus, —

Vegetables grow; and animals grow, live, and feel.

NOTE. — A semicolon is used that the point of division between the clauses may be perfectly clear. See the compound sentence given for illustration.

3. Between parts of a simple sentence when the parts contain commas. Thus, —

He saw the blacksmith with brawny arms; the farmer, tall, vigorous, and alert; and the clerk, brisk, dapper, and cheery.

4. Before *as, namely, i.e., viz.* Thus, —

Most adjectives are descriptive; as, round, cold, young.

NOTE. — Some authors prefer to use a colon in such places instead of a semicolon.

ORAL EXERCISE

Read each sentence and explain why the semicolon is used. Mention the places where a period could be used instead of the semicolon. Explain the use of each comma.

1. She forthwith became again a subject of universal sympathy; everybody pitied her more than ever.
2. The Democrats nominated for the presidency Grover Cleveland; the Republicans, James G. Blaine.

NOTE. — The comma in the last sentence is used to indicate the omission of a word.

3. If I were a millionaire, I would have horses, and motors, and yachts; and the whole world should minister to my pleasure.
4. Others may hesitate, others may procrastinate, others may plead for further diplomatic negotiations; but, as for me, I am ready to act now, and for my action I am ready to answer to my conscience, my country, and my God.
5. Mother Ceres was exceedingly fond of her daughter Proserpina and seldom let her go alone into the fields. But, just at the time when my story begins, the good lady was very busy because she had the care of the wheat, and the Indian corn, and the rye and the barley, and, in short, of the crops of every kind all over the earth; and, as the season had thus far been uncommonly backward, it was necessary to make the harvest ripen more speedily than usual.

IV. A colon should be used:

1. Before a direct quotation when the quotation is not on the same line as the introductory sentence. Thus, —

> After considering the matter for some time and consulting his partner, the merchant replied:
> "We have decided that we cannot accept your offer. We do not feel that it will be for our advantage to do so."

NOTE. — The subject of quotations is treated more fully in another part of this book.

2. Before a list or an enumeration. Thus, —

> Study the plurals of the following words: *cry*, *city*, *ray*, *day*, *diary*, *treaty*.

V. Parenthesis marks may be used to set off words or figures that have no grammatical relation to the remainder of the sentence. Thus, —

The swarm seems to be guided by a line of couriers, which may be seen (at least at the outset) constantly going or coming.

The Townshend measures had been repealed (1770) because of the clamor of British merchants.

If no mark of punctuation would be required in the sentence at the point at which the parenthesis is inserted, none should be used before or after the marks of parenthesis. Thus, —

The London company (then often called the Virginia company) came under the control of liberal and public-spirited men.

If a mark of punctuation would be required in the sentence at the point at which the parenthesis is inserted, it should be placed after the second parenthesis mark. Thus, —

The judge, as requested by Mr. Smith (the defendant's counsel), dismissed the case.

VI. A dash (or dashes) may be used:

1. To set off parenthetical expressions. Thus, —

This is a gem — emerald or turquoise as the light changes it — set in the virgin forest.

2. After a comma to increase the separation. Thus, —

The next day when we ascended the mountain, we came upon the traces of this brute, — a spot where he had stood and cried in the night.

VII. A question mark should be used after a direct question. Thus, —

"Are you much hurt?" the hunter asked.

VIII. An exclamation mark is used after an exclamation. Thus, —

What a wonderful place for flax!

Oral Exercise

Read the following selections. Mention each capital letter and each mark of punctuation and tell why it is used.

THE DRUMMER BOY

Napoleon was sitting in his tent. Before him lay a map of Italy. He took four pins, stuck them up, measured, moved the pins, and measured again. "Now," said he, "that is right. I shall capture him there."

"Who, sire?" said an officer.

"Melas, the old fox of Austria. He will return from Genoa, pass through Turin, and fall back on Alexandria. I shall cross the Po, meet him on the plains of La Servia, and conquer him there." And the finger of the Child of Destiny pointed to Marengo. But God thwarted Napoleon's schemes, and the well-planned victory of Napoleon became a terrible defeat.

Just as the day was lost, Desaix came sweeping across the field at the head of his cavalry and halted near the eminence where stood Napoleon. In the corps was a drummer boy, a gamin whom Desaix had picked up in the streets of Paris, and who had followed the victorious eagles of France in the campaigns of Egypt and Austria.

As the column halted, Napoleon shouted to him, "Beat a retreat."

The boy did not stir.

"Gamin, beat a retreat!"

The boy grasped his drumsticks, stepped forward, and said, "O sire, I don't know how; Desaix never taught me that. But I can beat a charge. Oh! I can beat a charge that would make the dead fall in line. I beat that charge at the Pyramids once, and I beat it at Mount Tabor, and I beat it again at the bridge of Lodi, and oh! may I beat it here?"

Napoleon turned to Desaix, "We are beaten; what shall we do?"

"Do? Beat them! There is time to win victory yet. Up! gamin, the charge! Beat the old charge of Mount Tabor and Lodi!"

A moment later the corps following the sword gleam of Desaix and keeping step to the furious roll of the gamin's drum swept down on the host of Austria. They drove the first line back on the second, the second back on the third, and there they died. Desaix fell at the first volley, but the line never faltered. And, as the smoke cleared away, the gamin was seen in front of the line, marching right on and still beating the furious charge. Over the dead and wounded, over the breastworks and ditches, over the cannon and rear guard he led the way to victory.

To-day men point to Marengo with wonderment. They laud the

power and foresight that so skillfully planned the battle; but they forget that Napoleon failed, and that a gamin of Paris put to shame the Child of Destiny.

— JOHN T. HEADLEY, *Napoleon and His Marshals*

A LIGHT IN THE WINDOW

Shipwreck and death that high lonely rock, the dread and scourge of the bay, had often caused. There it stood, right opposite the harbor, off the coast of one of the Orkney Islands, yielding no food nor shelter for beast or bird.

Fifty years ago there lived on the island a young girl in a cottage with her father, and they loved each other very tenderly. One wild night in March while the father was away in his fisherman's boat, the daughter sat at her spinning-wheel in their cabin, awaiting his return. In vain she looked out on the dark driving clouds and listened, trembling, to the wind and the sea.

The morning light dawned at last. One boat that should have been riding on the troubled waves was missing, her father's boat. It had struck against the "Lonely Rock" and gone down. Half a mile from the cottage her father's body was washed up on the shore.

In her deep sorrow this fisherman's orphan did not think of herself alone. She was scarcely more than a child, humble, poor, and weak; yet she said in her heart that, while she lived, no more boats should be lost upon the "Lonely Rock" if a light shining through her window could guide them safely into the harbor.

And so, after watching by the body of her father, according to the custom of her people, until it was buried, she lay down and slept through the day; but, when night fell, she arose and lighted a candle, placed it in the window of her cottage so that it might be seen by any fisherman coming from the sea and guide him safely into the harbor. She sat by the candle all night, and trimmed it, and spun; but when the day dawned, she went to bed and slept.

As many hanks as she had spun before for her daily bread she spun now, and one over to buy her nightly candle; and from that time on for fifty years through youth, maturity, and old age she turned night into day; and in the snow storms of the winter, through driving mists, deceptive moonlight, and solemn darkness that northern harbor was never once without the light of her candle.

How many lives she saved by this candle and how many meals she won by it for the starving families of the boatmen it is impossible to say. How many dark nights the fishermen depending on it have gone forth cannot be told.

There it stood, regular as a light house, steady as constant care could make it. Always brighter when daylight waned, the fishermen had only to keep it constantly in view, and they were safe; there was but one thing to intercept it, and that was the rock. However far they might have gone out to sea, they had only to bear down for that lighted window, and they were sure of a safe entrance to the harbor.

What did the boatmen and the boatmen's wives think of that unparalleled charitable task? Did they pay the woman? No, they were very poor; but, poor or rich, they would know better than to suppose that mere coin could pay her.

Did they thank her? No. Perhaps they thought that thanks of theirs would be inadequate to express their gratitude; or, perhaps, long years had made the lighted casement so familiar that they looked upon it as a matter of course and forgot for the time the patient watcher within.

Sometimes the fishermen put fish on her threshold and set a child to watch it for her till she waked; sometimes their wives stole into her cottage, when she was getting old, and spun a hank or two of thread for her while she slumbered; and they taught their children to pass her hut quietly, and not to sing or shout before her door lest they should disturb her. That was all. Their thanks were not looked for, scarcely supposed to be due. Their grateful deeds were more than she expected and as much as she desired. God took care of the rest.

JEAN INGELOW

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